

**THE USE OF YOUTUBE AS MEDIA IN TEACHING
SPEAKING ONLINE**



UNDERGRADUATE THESIS

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

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Wassalamu'alaikum Warahmatullahi Wabarakaatuh

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MOTTO

“Hidup untuk nyata, bukan untuk sempurna”

-Min Yoon Gi-



DEDICATIONS

I dedicate my thesis for:

My beloved father (Misbah) and my great mother (Suprapti)

My brother (Rosyidin Asyam Intishor) and all of my family

All the people who have supported me

My Self who has fight so far



ACKNOWLEDGEMENT

First of all, I offer praise to Alhamdulillah and thanks to Allah SWT the God of the universe, who has given me health, strength, and guidance so that the thesis can be completed. Sholawat has always been devoted to Prophet Muhammad SAW who has guided us from Jahiliya era in to Islamiya era and always become a role model for all humans in the world.

Thanks to Mrs. Melati Dwi Anda Syaputri, M.Pd., Gr. as a teacher also as a YouTuber, and 10th grade students at SMA Darma Bangsa that become respondents, because of all I can do this research.

This thesis that has been proposed to Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto as partial Fullfilment of the requirement for obtaining the Scholar Degree of Education (S.Pd). In the process of completing the thesis, many parties have provided helps, supports, and suggestions which are useful for the completion of the thesis. The deep gratitude and appreciation are expressed to:

1. Dr. H. Suwito M. Ag., as the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
2. Dr. Suparjo, M. A., as the Deputy Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
3. Dr. Subur, M. Ag., as the II Deputy Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
4. Dr. Sumiarti, M. Ag., as the III Deputy Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
5. Dr. Maria Ulpah, M. Si., as the Head of Education Department in Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
6. Muflihah, S. S., M. A., as the Secretary of Education Department in Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.

7. Desi Wijayanti Ma'rufah, M.Pd., as the Coordinator of English Education Study Program and the great advisor of the thesis who always support and motivate for finishing this thesis
8. Irra Wahidiyati, M.Pd., as my supervisor who always patient, support, and motivate for finishing this thesis,
9. All lectures of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto especially lectures of English Education Study Program, who always patiently convey the knowledge and open up the insights of provisions for the future.
10. All of the staffs and officials of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
11. Iwan Sutanto, M.Pd. as the headmaster of SMA Darma Bangsa in Lampung, who has allowed me to do research with grade 10th students.
12. Mrs. Melati Dwi Anda Syaputri, M.Pd., Gr. as a teacher also as a YouTuber, who has helped me so this research can happen.
13. For the 10th grade of SMA Darma Bangsa who has helped me to complete my research data.
14. K.H. Muhammad Gun Gun Gunawan Abdul Jawwad M.Ud and his family, as chairman of Jabal Rahmah Boarding School of Banjar Patroman, who always gives prayers and blessings in every step and process in completing the study
15. Kyai Taufiqurrahman and his family, as chairman of Darul Abror Boarding School of Purwokerto, who always gives prayers and blessings in every step and process in completing the study.
16. My beloved father (Misbah), who teaches me about independent and struggle, and my great mother (Suprapti), who always gives love in my life. Thanks for the prayers, support, and strength.
17. My beloved brother, Rosyidin Asyam Intishor who always gives me a strength and support.
18. All of my friends TBI B 2018 University of Prof. K. H. Saifuddin Zuhri Purwokerto

19. Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for my doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting, for just being me at me all the times.

There is no sentence that is more appropriate then the deepest thanks for all helps, supports, and suggestion. Only Allah SWT who can reply with the better replies. Hopefully, this thesis can be useful for the writer and all readers.

Purwoketo, 06 June 2022



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ABSTRACT

In this modern era, technology can help the teaching and learning process. There are many teachers and students who use YouTube to help them in the teaching and learning process. This study aims to analyze the strategies used by teacher of the use YouTube as media in teaching speaking online and analyze the advantages and disadvantages of the use of YouTube as media in teaching speaking online. The type of research used is descriptive qualitative research. Research data was obtained through interviews using WhatsApp and google forms. The subject of this research is Mrs. Melati Dwi Anda Syaputri, M. Pd., Gr. as a YouTuber and some students of grade 10th SMA Darma Bangsa. The results of the research: 1) The teacher uses technology in the form of YouTube as a learning medium. The teacher makes video learning videos according to the material needed by students. The teacher makes a learning video with herself as a model and before uploading it on YouTube the teacher will watch the video first and edit it if there are errors. 2) The teacher's strategy as a YouTuber in using YouTube as a medium for learning to speak has advantages; it can develop the teacher's creativity in using technology as a learning medium, and students can learn anywhere and anytime through learning videos on youtube. In addition, students can also learn to speak directly from videos of native speakers so that students can improve their speaking skills. YouTube also has disadvantages such as problems during use such as poor connection and students cannot find faults when they learn to speak from YouTube.

Keywords: *Teacher Strategy, YouTuber Teacher, Teaching Speaking*

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CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays, technology is getting more advanced. There are so many technologies that have become increasingly sophisticated, and they are used in various ways by many people. The sophistication of technology and information is very influential in various fields of human life. Technological advances that exist make humans become creative and innovative figures. In addition, in using technology, humans can also make the best use of existing technology, especially social media, YouTube.

In education, YouTube is one of the media that is often used in the learning process. Because education is one of the most important things in developing human quality. The most recent thing is the development of media based learning YouTube which is a teaching process carried out using the internet. Other terms which is increasingly popular is a learning model using communication and information technology media, especially YouTube media (Ulfa, n.d.). YouTube is used as one of the social media that can be used as teaching materials or learning media. Most people, especially students, are more interested and easier to understand a thing or material and information through media related to information technology, such as YouTube.

As a social media, YouTube can be used as a learning medium. Everyone, especially teachers, can create creative things in teaching, such as making interesting learning videos because most students are also more interested in the video compared to the general learning process. With the use of YouTube, students will be more interested, and it will be easier to understand a theory of knowledge. Through YouTube, they can understand the material more than learning through textbooks because usually, learning media is made more interesting so that everyone who learns, especially students, will not feel bored. It is alleged that this can increase interest and

motivation to learn (Mujianto, 2019). The existence of adequate learning resources and media will make it easier for the student to understand the subject matter and will also complement and increase student knowledge. Mastery of information technology is needed and has become a lifestyle for most people.

To learn English, especially in teaching speaking, YouTube is one of the most social media to be used as learning media. Because, one of the most popular entertainment media on the internet widely accessed in Indonesia is YouTube (Yasmine, 2017). Everyone can use YouTube as a medium to make English learning videos to teach speaking. People who create media content in the form of videos on YouTube are usually called YouTuber. In the pandemic era, technology is needed to help the learning process so that it can be carried out properly and to achieve learning objectives. Because the learning process is required to be online, many people especially teachers and students experience many obstacles and difficulties in learning English, especially in teaching speaking. To help everyone learn easily, anywhere, and anytime, various English learning videos are made to help and facilitate everyone in learning English in teaching speaking.

Most teachers only use other people's videos as teaching materials and then ask students to watch the learning videos and ask students to study them. The teacher is still not used making media technology-based learning, and teachers do not take advantage of existing facilities and infrastructure in school. Therefore, innovation is needed learning, especially in learning media that supports online learning (Astuti et al., 2021). Because only a few teachers use YouTube as a learning medium with themselves as a model, there is a teacher who takes the initiative to become a YouTuber in a way which plays an active role in the learning videos that she make and then uploads them to her personal YouTube account. In addition to increasing creativity, the teacher does this to help and make it easier for everyone to learn English, especially learning to speak. The teacher as a YouTuber also motivates all

teachers to be even more creative in using technology and in creating learning media.

Based on the background of the research, researcher are interested in researching "The Use of YouTube as Media in Teaching Speaking Online."

B. Operational Definition

The definition of a key term is one of the important things in the form of research guidelines to be carried out. Related to this research, there are several things in the form of key terms that are used to guide the implementation of this research. Those are:

1. YouTuber

A big majority of YouTube users only consume video content rather than produce it (Holmbom, 2015). YouTuber is a term for someone who uses YouTube as a medium for hobbies or as a medium to carry out various activities related to videos. Many YouTubers use YouTube as a medium of entertainment for uploading video content. Many upload various kinds of videos, such as funny videos, and motivational videos, and many also upload various kinds of learning videos according to their respective creativity. Besides that, YouTube is also commonly used by YouTuber to earn money by uploading various videos on YouTube. The results (Yasmine, 2017) regarding the commodification of society in the network era show that content creators or YouTubers use YouTube to take advantage of creativity, a space for self-expression, in order to interact with the audience as a form of the commodity used by creators for their own benefit in order to gain material benefits and popularity.

Many creative YouTuber make various kinds of learning videos using YouTube media. Because nowadays many people prefer to watch YouTube on their handphones or computer, YouTuber takes the opportunity to make various kinds of learning videos on YouTube to increase their YouTube viewers and also to help everyone learn

anywhere and anytime. YouTuber comes up with creative ways to make videos that are interesting and fun to watch and also easy to understand for everyone who learns through their videos on YouTube.

In addition, to the need to prepare tools and materials for making videos, YouTubers who make learning videos also need to prepare material that will be discussed in the video and also need to prepare learning strategies and media that will be used when teaching through learning videos so that later the viewers will learn through videos. On YouTube, they will understand the material in the learning videos uploaded to their YouTube channel.

2. Speaking

Learning English is one of the things that people want to learn and is also considered as one of the things that people want to learn and is also considered one of the things that are difficult to learn for many people, including students, especially in learning to speak. (Nunan, 1998) says that mastering the art of speaking is one of the important aspects of learning a second language or foreign language, and the success of understanding a language is also measured in terms of the ability to carry out conversations in the second language or foreign language being studied. In addition, learning to speak requires correct grammar rules and well-organized language rules.

Based on the opinion of linguists related to speaking, it can be interpreted that learning speaking is an activity of conveying a message or information to others in oral form. This learning it will be more successful if someone does exercises often pronunciation before they use language (Hartiwi et al., 2015).

3. Online English Class

The Covid-19 pandemic has drastically changed the learning process. So far, teachers teach in the classroom in the sense of teaching in school buildings that have a teaching and learning function, supported by supporting facilities for the teaching and learning process,

and they must change the online teaching and learning process. With the online learning process (online English classes), teachers are required to be teachers who have a creative spirit in teaching and guiding students in learning, and students are also required to study and understand the material well even though learning is done online.

According to (Creswell, 2010), the concept of online learned helplessness has provided a meaningful way to understand the behaviour of some students who repeatedly have, experienced many more failures than successes. The pandemic (covid-19) makes everyone, especially students, learn more often online by utilizing all available media, such as learning videos on various social media, especially YouTube. This habit makes teachers and students use learning media that can be easily accessed, such as YouTube, which is developing nowadays. Apart from being easy to use, YouTube can also make it easier for everyone, both teachers and students, to learn anywhere and anytime.

C. Research questions

Based on the research background described above, the problem can be formulated as follows:

1. What are the strategies used by teacher of the use YouTube as media in teaching speaking online?
2. What are the advantages and disadvantages of the use of YouTube as media in teaching speaking online?

D. Objectives and Significances of the Research

1. The Objectives of the Research

- a. To find out what strategies are used by teacher of the use YouTube as media in teaching speaking online
- b. To describe the advantages and disadvantages of the use of YouTube as media in teaching speaking online

2. The Significances of the Research

In this study, there are two kinds of benefits of this research as follows:

a. Theoretical Significance

- 1) The researcher hopes that this research can be beneficial for increasing the level of creativity of teachers in utilizing technology and applying English learning media, especially in teaching speaking.
- 2) The researcher hopes that this research can be a reference for future researchers who research the same subject, can be reference for readers, and also for English teachers.

b. Practical Significances

The Practical significance of this research is:

1) For teachers

The results of this study are expected to provide information and help teachers in teaching English. Researchers also hope that this research can motivate teachers to be more creative in using technology as a learning medium.

2) For students

The results of this study are expected to provide knowledge for students about speaking and are also expected to provide knowledge related to teaching speaking. In addition, through this research, it is hoped that students can be motivated to learn to speak. Because learning videos made by teachers such as YouTuber on YouTube are one of the learning media that are often used. With learning videos on YouTube, students can learn in a more fun way and students can learn anywhere and anytime.

3) For researchers

The results of this study are expected to provide information and can help explain the teaching of speaking. In addition, with this research, it is hoped that other researchers can use this proposal as a source of knowledge or other research examples.

E. Structure of the Research

To make systematic research, it is necessary to classify the structure of this research. The structure of this research will explain as follow:

Chapter I presents the introduction consisting of the background of the research, operational definition, research question, objective and significance of the research, research methods, and research structure.

Chapter II presents speaking, teaching speaking, YouTuber, online English class, the advantages and disadvantages of YouTube as learning media, and a review of relevant studies.

Chapter III presents about research method. Which discusses the type of the research, source of data, techniques of data collection, and techniques of data analysis.

Chapter IV presents the results of the research results which consist of an overview of the strategies used by teacher of the use YouTube as media in teaching speaking online and the advantages and disadvantages of the use of YouTube as media in teaching speaking online,

Chapter V presents the conclusion and suggestions of the research. In this chapter, the researcher concludes and gives suggestions related to the research.

CHAPTER II

THEORETICAL REVIEW

A. Speaking

Speaking is one of the important skills in learning English. Learning to speak is an important thing that needs to be learned to be able to communicate in a good manner.

1. Definition of Speaking

Speaking is an oral language skill that is functional in everyday human life. Speaking is a productive ability. Speaking cannot be separated from one English skill, namely listening. When we speak, we create a meaningful text through what we say. In communication, we can find speakers, listeners, as well as messages and feedback. Besides that, speaking cannot be separated from pronunciation (Rokhayani & Cahyo, 2015).

Speaking is one of the language skills that must and needs to be mastered by everyone who wants to learn English because it is important and has many uses and benefits for communicating. (Gard & Gautam, 2015) states that speaking is one of the things that is very important because it is the most commonly accepted language among people in the world so learning will be very beneficial for everyone who understands it. Learning English is not only to improve their knowledge and skills but also to make it easier for them to get a job. In addition, learning to speak English will not make it difficult to communicate and interact with people around the world while travelling anywhere.

Furthermore, (Jones 1989) defines speaking as a form of communication in the form of effective delivery of what is said by a speaker. Speaking is a productive skill, just like writing, which involves using speech to convey and express things and meanings to others. However, speaking is not the same as writing, speaking is different from writing and there are certain aspects to it. (Brown, 1994) in (Weigle,

2002) mentions that several characteristics distinguish written language from spoken language. The characteristics are like an eternity, production time, distance, orthography, complexity, formality, and also vocabulary.

2. The Component of Speaking Skills

According to (Harris, 1974), there are five components of speaking skills, namely:

a. Comprehension

Oral communication certainly requires a subject to respond to speech as well as to initiate it.

b. Grammar

Students must compose correct sentences in conversation. This is in line with the explanation put forward by (Heaton, 1978) that students' ability to manipulate the structure and distinguish appropriate grammatical. The use of grammar is also to learn the correct way to acquire expertise in a language, both spoken and written.

c. Vocabulary

Vocabulary means the appropriate diction used in communication. Without having an adequate vocabulary, a person cannot speak or communicate well or effectively, both verbally and in writing. Limited vocabulary is also one of the obstacles that hinder someone from learning the language they are going to learn. Without grammar, it will be difficult to do or talk about the things want to convey without vocabulary, there is nothing that can be conveyed.

d. Pronunciation

Pronunciation is a way for everyone, including teachers and students to produce a language that is better, clearer, and more organized when speaking or communicating.

e. Fluency

Fluency is the ability to read, speak, or write easily, fluently, and expressively. In other words, the speaker can read, understand, and respond to a language clearly and concisely while associating meaning and context. Fluency can be defined as the ability to speak fluently and accurately.

B. Teaching Speaking

There are several parts in teaching speaking, namely:

1. Definition of Teaching Speaking

Teaching means giving knowledge and making someone understand what the teacher has taught. In teaching, the teacher guides students to learn new knowledge. It is relevant to (Brown, 2007) that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, and causing them to know or understand.

Teaching speaking has more attention in many language programs because the need for fluency in English continues to increase. Therefore, teaching strategy cannot be denied as one of the factors that influence teaching outcomes. The strategies used to teach English skills should be made based on each skill to achieve the expected results (Wahyuni et al., 2020).

According to (Sholihah, 2020), there are several aspects that can be judged from the practice of speaking, including:

- a. Smooth delivery opinion/response
- b. Vocal clarity
- c. Accuracy of intonation
- d. Precision word choice (diction)
- e. Sentence structure (speech)
- f. Eye contact with listeners
- g. Accurately expresses ideas with data textual.

2. Strategy in Teaching Speaking

According to (Rohani, 2014), the term strategy is often used in different contexts with different meanings. In the context of learning, strategy can be understood as the actions of teachers and students to realize learning activities. In language learning, especially learning to speak, an effective speaking learning strategy is needed to achieve learning objectives. (Thornbury, 2005) states that speaking is one of an important components of the language learning curriculum because it will be the basis of oral skills and is closely related to listening skills.

(Dick & Carey, 1996) argues that teaching strategies are not only limited to activity procedures but also include materials or learning packages. (Zhamarah & Zain, 2006) explain that learning media is any tool that can serve as a transmitter of learning information in order to achieve the goal of teaching. The media can represent what less able lecturers or teachers say through certain words or sentences. (Kustandu & Sujipto, 2013) states that learning media is a tool which can help the teaching and learning process so that it can achieve learning objectives more effectively.

The functions of learning media according to (Sanjaya, 2012) are:

- a. Communicative function,
- b. Motivation function,
- c. Meaningfulness function,
- d. Function conveying perception,
- e. The function of individuality.

Each type of learning media has characteristics. In general, learning media have three characteristics (Baihaqi et al., 2020), namely:

- a. Fixative characteristics, which describe the media's ability to record, store, preserve, and reconstruct an event or object
- b. Manipulative characteristics, namely the ability of the media to transform an object, event or process in overcoming the problem of space and time

- c. Distributive characteristics, which describe the ability of the media.

(Duludu, 2017) states that audio-visual media are essentially intermediary media or use of materials where absorption through the sense of sight and hearing that aims to show experiences real education to students. Characteristics of learning media into four groups based on technology, media produced by print technology, media produced by audio-visual technology, media produced by technology based on computers, and media resulting from a combination of print and computer technology. Each of these media groups has distinctive characteristics and differs from one another (Baihaqi et al., 2020).

- a. Visual media: is a type of media used only rely on the sense students eyesight solely, so that the learning experience received students are very dependent on their visual abilities such as books, journals, posters, earth globes, maps, photos, and natural surroundings.

For examples: print media, photos or images

- b. Audio media: is a type of media used in the learning process that only involves students' sense of hearing. The learning experience that will be obtained is to rely on the sense of hearing ability.

For examples: radio and tap recorders

- c. Audio-visual media: is a type of media used in learning activities involving hearing and sight at the same time in one process or activity. Messages and information that can be channelled through this media can be in the form of verbal and nonverbal messages that rely on both sight and hearing.

For examples: films and videos

- d. Multimedia: media that involves types of media to stimulate all senses in one learning activity. Multimedia is more emphasized on the use of various ICT and computer-based media.

One of the strategies above is teaching speaking using learning videos, which are commonly referred to as audio-visual learning media. In the world of education, it is known as video-based learning. (Arsyad, 2017) mentions one of the types of audio-visual learning media is films and videos. Like films, videos can describe a moving object with natural or appropriate sounds. The ability of films and videos to explain images and there is sound that gives its own charm. Both can present information, describe processes, and explain complex concepts and teach skills.

Some advantages of movies and videos in learning include:

- a. Films and videos can complement the basic experiences of students when they read, discuss, and practice.
- b. Movies and videos can describe a precise process that can witnessed repeatedly if deemed necessary. For example, steps and how to pronounce vocabulary.
- c. In addition to encouraging and improving motivation, films and videos embed attitudes and other affective aspects.
- d. Movies and videos can present events which is dangerous when viewed directly, like the lava of Mount Merapi or beast behaviour.

Teachers are required to find effective strategies and media to be applied in learning. According to (Awang, 2016) audio-visual media using video is a learning aid that can help students understand the material being discussed. (Azhar, 2013) in (Awang, 2016) states that the use of learning videos can facilitate the teacher's task in delivering teaching materials and achievements of learning objectives that have been designed. Another aspect to consider is the benefits of video for the development of student knowledge. Therefore, the material presented should be in accordance with the material being taught and closely related to real life students.

One of the audio-visual learning media is by using internet in the form of learning videos on YouTube that will make users easier to learn.

YouTube is a social media website that can be used for sharing the largest and most popular online videos on the internet (Mutoharoh, 2022). User can learn online with a good time flexible and can increase student involvement and independence in learning, and users can also download and study at home. Learning media using YouTube has also been known for a long time by big countries in the world. YouTube is a strategy for learning that a picture has been provided where it is very practical to use for programs teach.

Profits that can be obtained by using YouTube as learning media are:

- a. Effective teaching strategies get feedback in the learning process.
- b. Youtube can be a means good instruction.
- c. As motivation in learning involve students and also become modern learning system.

Through YouTube the learning process online is easier, students can show in front of the class to learn together. Students only need pay attention to the selected video content to ensure that the information will be delivered properly. At the moment, certain video quality is very limited, integrate YouTube videos allows students to be more creative in learning and not limited to just in course material only. YouTube videos also provides clarity to students to see a visual picture of various conditions and also provide opportunity for students to actually see the actual conditions (Christian et al., 2020).

In terms of teaching English, the use of audio-visual learning media in the form of English learning videos is the right choice of media. This matter because English is a good subject develop communication skills both orally and in writing, understand and disclose information. By using audio-visual learning media, students can immediately see and imitate the pronunciation of vocabulary or language expression English. One example is in teaching speaking, teacher presents an English conversation video with using projectors

and loudspeakers. The process of teaching and learning English no longer boring for them. Students become more motivated to learn English. The ability to speak depends on the habit of speaking in class and make their class into class language (English classroom). Films or videos can be used to improve speaking competence. Source of teaching materials can be obtained or downloaded from internet or YouTube.

There are several learning activities to speak English using film or video (Purnaningsih, 2017):

- a. Play a short video with the same theme already determined
- b. Play a short video or film without sound
- c. Give some questions related to the video or film that is used as a learning medium.

(Diani et al., 2016) added that the role of learning videos media are:

- a. Able to attract the attention of students so that it can foster learning motivation
- b. Clarifying the meaning of teaching materials so that easy to understand
- c. More varied teaching methods

In order to produce effective learning videos, teachers should have knowledge of the steps to follow. (Eda, 2018) delivers video creation steps:

- a. Prepare a scenario or summary of the material to be presented
- b. Find illustrations support can be in the form of images or other videos.
- c. Record and save video clips
- d. Then proceed with the process merging several video scenes into one complete video. To produce interesting video add intro, sound or music by using various applications available in online media.

C. YouTuber

YouTuber is a term used to refer to a user of the youtube platform. YouTuber uses YouTube as a medium to be creative in making various kinds of videos.

1. Definition of YouTuber

YouTuber is a term for someone who uses YouTube as a medium for channeling hobbies or as a medium to carry out various activities related to videos. YouTuber who usually also called content creators for the YouTube platform. A profession that creates content in the form of writing, images, video, sound, or a combination of two or more materials. (Idris, 2021) states that content is made for media, especially digital media, such as YouTube, Instagram, blogs, and various other media platforms, which is what is called a YouTuber. A person who acts as a YouTuber must be creative, competitive, and as attractive as possible in creating content because interesting content will make people interested in seeing the videos that are created and uploaded, so that more viewers will view the content.

2. The Job of a YouTuber

YouTuber is one of the workers in the creative field which is also a part of a content creator's job. (Sundawa & Trigartanti, 2018) argues that YouTubers can share information that can be expressed creatively through an image, video, and text in a content platform. Then, content it is distributed through the YouTube platform.

There are some things YouTubers should do and knowledge that must be owned by YouTuber (Azizah, 2020). Some things YouTubers should do:

- a. Collect ideas, data, and conduct research, and create concepts to produce interesting content. Starting from thumbnail, title, video, and timeframe for each post.

- b. Produce content that truly fits your identity and desired branding. For example, all content about English subject matter. At the time the content was about “speaking: introducing self and others”.
- c. Continually strive to fulfill the agreed goals of content. For example, a subscriber who requests a YouTuber should consider it.
- d. Evaluate the content that has been served. Pay attention to every result post, whether the views are up-stable-down, and also whether the content served is useful and liked or not by others. While some things that must be owned by YouTubers, as follows:
 - a. Knowledge of product media, communications, techniques and deployment method. Including alternative ways to inform and entertain through writing, verbally, or visual media.
 - b. Knowledge of techniques, equipment, design principles including in producing precise technical plans, blueprints, pictures and models.
 - c. Knowledge of the structure of the content of the English language, including as well as the meaning and spelling of each word, composition rules, and grammar.

D. Online English Class

After the pandemic (Covid-19), technology is very much needed to help the learning process run well. Because at the time the learning process was required to be online, many people especially teachers and students found it difficult to learn English. The outcomes of online learning are not correct for all students, in all situation, and always (Wahidiyati, 2020). E-learning is a learning process that refers to learning media and also a learning process that uses information and communication technology to enable access to online learning (Arkorful & Abaidoo, 2015).

Online teaching and learning activities, especially in English subjects bring many changes for teachers and students. Because many people

especially students prefer to learn online through learning videos provided by teachers and learning videos on YouTube. Apart from the fact that learning videos are interesting because learning online through learning videos can also be done anywhere and anytime. It helps students to be able to learn by watching learning videos repeatedly.

The online learning process makes it easy to learn additional English and can also get English material from websites or videos offer. This is supported by (Cai, 2012) states that online English learning is such the easy to access the information to learn English. Because it relates to technology, text, images, and sounds can be stored on their mobile phones or computer to support the teaching and learning process.

E. The advantages and disadvantages of YouTube as learning media

(Burke & Snyder, 2008) argue that YouTube is an appropriate alternative learning resource time related videos for educators and participants educate. Integrating certain videos from YouTube can develop capabilities student appreciation and provide a learning experience, not only limited to material lessons but also the technology used. According (Santrianawati, 2012), in the use of social media YouTube in the learning process cannot be separated from the role of the teacher as a provider content, students as content users and YouTube as a service provider both of them.

With the learning videos provided, even the teacher as a material provider can provide illustrations in the form of pictures or caricature videos to provide information enthusiasm and attract students' attention to the material being presented (Arciniegas Paspuel, O. G., Álvarez Hernández, S. R., Castro Morales, L. G., & Maldonado Gudiño, 2021).

Benefits of YouTube media in the learning process:

1. Delivering learning materials
2. Provide illustrations of learning materials
3. Provide tutorials on practical material
4. An attractive display will motivate students to take part in learning

5. Adding insight in science
6. Solve problems on subject matter problems
7. Get diverse and useful information in learning

According to (Rasman, 2021), there are several advantages and disadvantages of YouTube as a learning medium. The advantages of YouTube as a learning medium are:

1. Effective, because it can be accessed online free
2. Informative, can provide information on the development of science and technology
3. Universal
4. Reviewable, because it can be monitored repeatedly
5. Develop imagination and increase students' creativity
6. Practical, can utilized by young people in all walks of life
7. Interactive, can facilitate for discussion and question and answer.

While the disadvantages of YouTube as a learning medium are:

1. The internet network is sometimes slow so that it plays less than optimal learning ideas
2. Less clear image resolution if downloaded at low capacity
3. If not if there is internet, the teacher must download the learning video before teaching
4. Can be misused by users for useless things
5. Because it's too free to upload, there are lots of useless videos or pornographic videos uploaded
6. A lot of misleading information can easily influence learners.

F. Review of Relevant Studies

Based on several sources related to this research, there are several previous studies related to this research. The following is a comparison of research results with previous studies.

The first, the journal entitled, "*Pemanfaatan YouTube Sebagai Media Ajar Dalam Meningkatkan Minat dan Motivasi Belajar*" was written by

(Mujianto, 2019) from the University of Garut. This research examines how students perceive the use of YouTube as a medium of instruction in learning public speaking. This research also analyzes how the interest and motivation of students in learning public speaking and analyzes how much the use of YouTube as a teaching medium plays a role in increasing student interest and motivation in learning public speaking. This research aims as a means to help increase students' interest and motivation in learning by using YouTube and also as a means of students' perception of the use of YouTube as a teaching medium in learning public speaking. The results of the analysis conducted on research in this journal, students agree about the use of YouTube as a teaching medium in learning public speaking, indicated by the average a score of 4.45 which is at intervals from 4.20 to 5.00. Youtube is used by students as a means of finding information, news, and entertainment. The similarity between the research in this journal and my research is the same as using YouTube as a learning medium. The difference that exists between this research and my research in this thesis is that the object of this research is students and focuses on students' responses to the use of YouTube as a teaching medium in learning public speaking. While the object used in my research is the use of YouTube as media in teaching speaking online and focus on the advantages and disadvantages of the use of YouTube as media in teaching speaking online.

The second is the journal entitled "*Use of Youtube-Based Videos to Improve Students' Speaking Skill*" written by (Riswandi, 2016) from Sebelas Maret University. The research examines about the application of youtube-based videos in teaching speaking can improve speaking skills and students' motivation. This research aims to describe the extent to which the use of YouTube-based videos can improve students' learning abilities and speaking skills and describe the teaching and learning process when YouTube-based videos are implemented in class. The results of this research are that this increase is evidenced by students speaking achievement and scores obtained. The speaking test score has met the success criteria. In addition, students are

actively involved in learning activities and have a high motivation for the use of YouTube-based videos in speaking classes. The similarity between the research in this journal and my research is the same as using YouTube as a learning medium to improve students' knowledge and abilities in learning English. The difference that exists between this research and my research in this thesis is that the object in this research is 7th grade students of one junior high school in Surakarta and focuses on the extent to which the use of YouTube-based videos can improve students learning. While the object used in my research is the use of YouTube as media in teaching speaking online and focus on the advantages and disadvantages of the use of YouTube as media in teaching speaking online.

The third is the journal entitled "*YouTube Channel: An Alternative Social Media to Enhance EFL Students' Speaking Skill*" written by (Muhammad Ilyas, 2020) from Riau Islamic University. The research examines the effect of social media on the form of a YouTube channel which is an alternative to improve the speaking skill of EFL students. The research aims to find out whether or not there is a significant effect of channel use YouTube on students' speaking skills. The results of this research show a significant increase. Based on SPSS data, the value of sig. (-2tailed) is a 0.000 not greater than the probability value of 0.05 ($0.000 < 0.05$). This means H_0 is rejected and H_1 is accepted, so it can be concluded that there is a significant effect of the use of youtube channels on students' speaking skills. The similarity between the research in this journal and my research is the same as using YouTube as a learning medium to improve speaking skills. The difference that exists between this research and my research in this thesis is that the object of this research is the English education study program at Riau Islamic University and focuses on the effects of channel use YouTube on students' speaking skills. The sample of this study consisted of 48 first-semester students. While the object used in my research is the use of YouTube as media in teaching speaking online and focus on the advantages and disadvantages of the use of YouTube as media in teaching speaking online.

The fourth thesis entitled *“Utilizing YouTube Videos to Enhance Students’ Speaking Skill (A Classroom Action Research at the XI Grade Students of SMK Negeri 3 Surakarta, Academic Year 2010/2011)”* was written by (Sirrul Muna, 2011) from Sebelas Maret University. The research examines the utilization of YouTube videos as a medium for improving students' speaking skills. This research aims to find out how to implement YouTube videos to help improve students' speaking skills and about what happened in class talking when YouTube videos are used. The results of this research YouTube videos can improve students' speaking skills and classroom situations during the teaching-learning process. There is an improvement achieved by students when using YouTube as a learning medium. This implies that utilizing YouTube videos can make class XI students of SMK Negeri 3 Surakarta improve their abilities speaking skills. The similarity between the research in this journal and my research is the same as using YouTube as a learning medium to improve speaking skills. The difference that exists between this research and my research in this thesis is that the object of this research is class XI students of SMK Negeri 3 Surakarta and focuses on the influence of YouTube videos in improving students' speaking skills and the effect of YouTube videos on classroom situations during the learning process. While the object used in my research is the use of YouTube as media in teaching speaking online and focus on the advantages and disadvantages of the use of YouTube as media in teaching speaking online.

The fifth, the thesis entitled *“Strategi YouTuber Dalam Menentukan Opinion Leader Pada Content Video Pandemi Covid-19”* was written by (Hayana, 2021) from State Islamic Religion Institute (IAIN) Parepare. The research examines YouTuber strategies in determining the opinion leader of covid-19 pandemic video content. The research aims to find out how to program YouTuber video content during a pandemic covid-19 and to find out what is the YouTuber's strategy in determining opinion leaders. The results of this research show that YouTubers have various programs such as music,

vlogs podcasts, and tutorials. It depends on YouTuber's needs and passions. YouTuber strategy in determining opinion leaders, there are two flow schemes, the first is for YouTuber to identify the content idea to be created and then find an opinion leader by paying attention to opinion leader criteria such as attractiveness source and a source of trust. Second, YouTubers determine opinion leaders before content is created. The similarity between the research in this journal and my research is the same as researching a YouTuber's strategy. The difference that exists between this research and my research in this thesis is that the object of this research is three informants and focuses on the YouTuber strategy in determining opinion leaders. While the object used in my research is the use of YouTube as media in teaching speaking online and focus on the advantages and disadvantages of the use of YouTube as media in teaching speaking online.



CHAPTER III

RESEARCH METHODOLOGY

A. Type of Research

Based on the title "The Use of YouTube as Media in Teaching Speaking Online", the research used a qualitative descriptive approach in analyzing the research with the information obtained through the interview, observation, and documentation. The research participants are Mrs. Melati Dwi Anda Syaputri, M.Pd., Gr. as a teacher who uses YouTube as a learning medium in teaching speaking online from the YouTube channel "Madam English YouTube Channel" who has joined YouTube in June 2020 and has 50 thousand more subscribers and has been viewed by more than 3 million viewers on YouTube. Besides that there is also a 10th grade students at SMA Darma Bangsa as a research participant which are taught directly by teacher who use YouTube as a learning medium.

B. Source of Data

1. Location of Research

This research took place in SMA Darma Bangsa which is located in Jl. ZA. Pagar Alam No.93A, Labuhan Ratu, Kec. Kedaton, Bandar Lampung city, Lampung 35142. The researcher has chosen SMA Darma Bangsa because at the school there is an English teacher who uses YouTube to make English learning videos with herself as a model in the learning videos she makes. The researcher focus on analyzing strategies used by teacher of the use YouTube as media in teaching speaking online and focus on analyzing the advantages and disadvantages of the use of YouTube as media in teaching speaking online by involving Mrs. Melati Dwi Anda Syaputri, M.Pd., Gr. as a teacher who used YouTube as a learning medium, and 10th grade students at SMA Darma Bangsa which are taught directly by teacher who use YouTube as a learning medium.

2. The Subject of the Research

The subject in this research were the teacher and 10th grade students of SMA Darma Bangsa. The subject of this research is Mrs. Melati Dwi Anda Syaputri, M.Pd., Gr. as a teacher at SMA Darma Bangsa and 10th grade students at SMA Darma Bangsa. The researcher chose this subject because felt interested and inspired by the teacher who used YouTube as a medium of learning English. Researcher feel interested and inspired because teacher have a variety of creativity in making English learning videos with herself as models in the learning videos that are made. Another subject is 10th grade students who are studying English at the high school level. Researcher chose grade 10th students at SMA Darma Bangsa because that class was taught English directly by the teacher who applied YouTube as a learning medium. In addition, 10th grade students are students who previously studied online for a long time from 2020. So, the researcher hopes this can help the researcher to get information related to the topic of them as research subjects.

3. The Object of the Research

The object of this research is the strategies are used by teacher of the use YouTube as media in teaching speaking online. Another object is the advantages and disadvantages of the use YouTube as media in teaching speaking online. The researcher chose this topic to find out the strategies are used by teacher of the use YouTube as media in teaching speaking online and also to describe the advantages and disadvantages of the use YouTube as media in teaching speaking online by using learning videos on YouTube made by their English teacher.

C. The Technique of Data Collection

In collecting data, the researcher used interviews, observation, and documentation. The researcher used all of them to find out the strategies are used by teacher of the use YouTube as media in teaching speaking online and

to describe the advantages and disadvantages of the use YouTube as media in teaching speaking online. Here are the data collection techniques were used:

1. Interview

In this research, researcher conducted interview by structured interview. The researcher prepare several things that are needed such as the questions needed in this study to obtain information related to the research being conducted.

The researcher conducted an interview with Mrs. Melati Dwi Anda Syaputri, M.Pd., Gr. as an English teacher at SMA Darma Bangsa and the researcher also conducted interview with grade 10th student of SMA Darma Bangsa who are also taught English directly by Mrs. Melati Dwi Anda Syaputri, M.Pd., Gr. The researcher conducted an interview in December 2021, via WhatsApp chat and Google Forms with various questions that had been prepared. Researcher conducted interviews via WhatsApp and Google Forms, because the distance was long and it was not possible to conduct direct interviews. Through interview, the researcher got some information about how strategies are used by teacher of the use YouTube as media in teaching speaking online using English learning videos made by the teacher and also about the advantages and disadvantages of the use YouTube as media in teaching speaking online.

2. Observation

In this research, the researcher conducted observation in SMA Darma Bangsa with Mrs. Melati Dwi Anda Syaputri, M.Pd., Gr. was an English teacher at the school. In addition, the researchers also conducted observation using zoom in April 2022, with grade 10th students of SMA Darma Bangsa. Researcher examine what are the advantages and disadvantages when learning English, especially speaking by using YouTube media in the form of learning videos made by their own English teacher.

3. Documentation

The researcher did documentation using utilizing employing screenshots of the evidence of the chat interviews in WhatsApp and Google Forms with Mrs. Melati Dwi Anda Syaputri, M.Pd., Gr. who is an English teacher at SMA Darma Bangsa. In addition, the researcher also conducted documentation in the form of lesson plans, textbooks, screenshot of learning videos on YouTube, a screenshot of a YouTube channel, a screenshot of online learning process, and google form containing several questions related to the research.

D. The technique of Data Analysis

The data analysis used in this research, especially in qualitative research, is an activity that takes place or occurs and is carried out during the investigation process, not after the investigation process occurs. There are several data analysis techniques that researcher uses:

1. Data reduction

In collecting the data, the researcher conducted interview and observation with Mrs. Melati Dwi Anda Syaputri, M.Pd., Gr. as an English teacher at SMA Darma Bangsa. The researcher also conducted interview and observation with grade 10th student of SMA Darma Bangsa who are also taught English directly by Mrs. Melati Dwi Anda Syaputri, M.Pd., Gr. Interview were conducted through WhatsApp chat and also through Google Forms. While the observation is carried out by the researcher through observation when participating in the process of learning English through online learning media using zoom. It is necessary to choose which data are appropriate and which data need to be used in research. To reduce data, the researcher collect data and select data with the research focus, and discard data that are not needed for research.

2. Data display

The purpose of presenting data is a collection of systematic and easy-to-understand data that is useful for providing, an overview of the next plan to be carried out by researchers that provides the possibility to produce conclusions. To provide results related to the data in this research, the researcher provide the results of the data obtained using descriptive text. The researcher collected data by conducting interviews and observations with Mrs. Melati Dwi Anda Syaputri, M.Pd., Gr. who is an English teacher at SMA Darma Bangsa as well as a YouTuber and grade 10th student of SMA Darma Bangsa. In addition, the researcher also took a case study by observing the preferences and habits of many people who prefer to watch videos on YouTube including learning videos, that's why the researcher also conducted interviews and observations with students. The researcher also does documentation as evidence that the research has been carried out.

3. Verification

Verification is a process that establishes truth and action that determines the validity and accuracy of anything. This needs to be done to check and find out something related to the evidence that supports the research and can be declared valid or not. However, the conclusion reached in the study depend on the evidence found by the researcher when conducting the research. The researcher made research-related questions and shared the questions that had been made through a Google Forms containing research-related questions addressed to Mrs. Melati Dwi Anda Syaputri, M.Pd., Gr. who is an English teacher at SMA Darma Bangsa and grade 10th student of SMA Darma Bangsa. After getting answers to the research questions, the researcher selects several questions and answers that are accurate and appropriate to the research. In addition, to support the truth of the research, the researcher also conducted documentation as evidence that research had been carried out.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter provides research findings and discusses the data. This research collects data through interviews, observations, and documentation obtained from a teacher as well as a YouTuber from the YouTube channel “Madam English YouTube Channel” who has joined YouTube in June 2020 and has 50 thousand more subscribers and has been viewed by more than 3 million viewers on YouTube. The data include two things, the first is about the strategies used by teacher of the use YouTube as media in teaching speaking online and the second about the advantages and disadvantages of the use of YouTube as media in teaching speaking online. These findings studies are presented below.

A. The strategy used by teacher of the used YouTube as media in teaching speaking online

Strategy is one of the factors that reference educators in carrying out the process of learning. The teaching and learning process is influenced by the learning strategies used by the teacher when carrying out learning. Strategy in the teaching and learning process is something that must be prepared to achieve the goal of study. Teachers must prepare various strategies in teaching so that the learning process is carried out in accordance with the learning objectives that have been determined. In addition, teachers must be able to interact and cooperate with students to achieve learning objectives.

From an interview with Mrs. Melati Dwi Anda Syaputri, M.Pd., Gr. as an English teacher at SMA Darma Bangsa by using several questions via google form that has been distributed. YouTube was chosen by teacher as well as YouTuber as a learning medium because YouTube can be accessed by everyone anytime and anywhere. The strategy used in teaching speaking using YouTube media in the form of learning videos is to prepare tools to make videos and prepare materials about speaking, such as some examples and applying the target vocabulary. This is accordance with (Sanjaya, 2012)

opinion about the function of learning media. So that students or viewers are interested in the learning videos made, the teacher has several creative ways such as making videos with different styles, and the teacher greets students or viewers and explains the material in a friendly way to make it seem more fun. In addition, the teacher also provides several examples related to the material so that students or viewers understand the material being discussed, this is accordance with (Eda, 2018) about produce effective learning videos. In the interview she told,

“I prepared the materials for the lesson and the tools to record the video. I make my video with a different style. I become more friendly. I also give some examples to help the students understand better.”

Besides that, some aspects that are emphasized by the teacher in teaching speaking using YouTube media in the form of learning videos such as the pronunciation, the topic presented, and the vocabulary or tense target. In addition, in improving speaking skills using YouTube media in the form of learning videos, usually the teacher gives some examples in the video. Usually the practice carried out with students during the learning process will be tested directly or through a zoom meeting. When there are students who feel insecure when speaking, the teacher as well as a YouTuber will anticipate it by doing individual tests and not telling the results to other students in the class. This is relevant with (Brown, 2007) that teaching is showing or helping someone to learn how to do something, giving, instruction, guiding in the study of something, providing with knowledge, and causing them to know and understand. In the interview she told,

“Actually, I just gave them the example. Then, to make them practice more, I gave them a project or directly tested them by zoom meeting. When students feel insecure, I give them the individual speaking tasks and won't share the results with the class.”

When the learning process is carried out online using YouTube media in the form of learning videos or offline which is taught directly by teachers, students can understand the material. Students also practice grammar and

vocabulary in several ways. The teacher does not only provide examples by using YouTube media in the form of learning videos, but the teacher also becomes an example or model in the video, and the teacher also helps students to learn pronunciation in class offline or via zoom. Through this method, the teacher said that some students were quite fluent in practicing grammar and vocabulary.

From several aspects assessed from speaking practice, the teacher guides students to learn to speak in several ways. As a result, students can respond well to what is being discussed and students can also give their own opinions. Students learn vocabulary by watching the given instructional videos and learning diction. Students also learn grammar and practice it in daily life. The teacher also teaches how to make eye contact when speaking by giving an example before asking students to practice it, this is accordance with (Sholihah, 2020) about several aspects can be judged from the practice of speaking. She stated as below,

“Some of the students can smoothly respond or give an opinion. Some of them are good at vocal clarity. The students can study the vocabulary by watching the video and learning the diction. The students also learn the grammar and practice using it in daily conversation. I teach them eye contact by giving some examples.”

Teacher use technology creatively by becoming YouTuber to make various kinds of learning videos. Not only must one be creative, but several things need to be done and also prepared by the teacher. When making a learning video, the first thing to do is think about what will be discussed in the learning video. The material to be discussed must be adapted to the needs and topics of students learning. The teacher does not do any research but looks at the material that is needed by students and the right material to be discussed in the learning video that will be made. After the learning videos are made, the teacher will watch the video first. If there is an error in the learning video made, the teacher will edit the learning video before it is shared or uploaded, this is accordance with (Azizah, 2020) about some things YouTubers should

do and knowledge that must be owned by YouTuber. In the interview she told,

“When I make video learning, I just consider the student's needs. I make the video based on the need and the topic of the lesson. I don't do the research or anything. If I make mistake, I edit the video first.”

Based on the research findings above, it can be discussed that teaching and learning strategies are important things that must exist in the learning process, especially in learning speaking. Teachers must have and develop teaching and learning strategies before starting the learning process. Strategy is useful to help the teaching and learning process to be carried out well, the strategy can also be referred to as the actions of teachers and students to realize learning activities and to achieve learning objectives, this is also stated by (Rohani, 2014) about the term strategy is often used in different contexts with different meanings.

From several aspects that can be assessed from speaking practice, the teacher guides students to practice speaking in several ways. Start from comprehension, learning vocabulary, studying grammar, learning diction, and also learning how to make eye contact while speaking, this is as (Harris, 1974) stated that there are 5 component of speaking skill, such as comprehension, grammar, vocabulary, pronunciation, and fluency. Some students are considered good at vocal clarity and intonation accuracy. The teacher gives some examples for students before doing speaking practice so that students have an example before practicing it. The learning strategy used by the teacher in learning some important things in speaking, students can respond smoothly to what is being discussed and students can also give their own opinions.

In this research, teacher have creative learning strategies by utilizing information and communication technology developed to allow direct and online access to learning, this is accordance with (Arkorf & Abaidoo, 2015) that E-learning process that refers to learning media and also a learning process that uses information and communication technology to enable access

to online learning . The teacher uses audio visual media in the form of learning videos on YouTube as revealed by (Baihaqi et al., 2020) about characteristics of learning media. The teacher plays an active role in the YouTube media as a YouTuber by making various kinds of learning videos, the teacher is also a model in learning videos and also an example of speaking practice through learning videos that are made. The teacher does some things that should be the job of a YouTuber. When making learning videos, the teacher collects several ideas and considers the learning needs of students. If there is an error in making a learning video, the teacher will edit the video first before uploading it on YouTube.

In conclusion, the strategy used by teacher of the used YouTube as media in teaching speaking by making various kinds of learning videos helps everyone to learn English, especially speaking. Because apart from being easy to access, learning videos are also interesting and can be watched repeatedly while studying. With this, teacher can motivate other teachers to use technology and create creative things to use as learning media, because learning media are interesting and easy to access such as learning videos, everyone can learn English anywhere and anytime.

B. The advantages and disadvantages of the use of YouTube as media in teaching speaking online

There are many advantages and disadvantages of YouTube in the world of education. YouTube also has advantages and disadvantages to used as a medium for learning English, especially in speaking. The teacher's strategy in using YouTube media in the form of learning videos as an alternative learning to learn English, especially learning to speak must be well understood by students, as argue by (Burke & Snyder, 2008) that YouTube is an appropriate alternative learning resource time related videos for educators and participants educate. The teacher must also know the extent to which students understand the material presented so that the discussion of the material in the learning process can be continued to the next material. Student

perceptions will assist teachers in discussing the material and understanding the material during the learning process to achieve the desired learning objectives.

From an interview with grade 10th students of SMA Darma Bangsa who were taught directly by Mrs. Melati Dwi Anda Syaputri, M.Pd., Gr. as a YouTuber during the English learning process through several questions via google that have been distributed, all students like learning English especially speaking. The researcher interviewed 16 students from grade 10th of SMA Darma Bangsa about advantages and disadvantages regarding the strategies used by the teacher as a YouTuber when teaching speaking online.

According to them, learning English is fun even though it is difficult to learn because English is not their first language. The students like learning English, especially speaking, because the teacher has creative learning strategies, and the friendliness and pleasant attitude of the teacher when teaching makes the students not feel bored when learning. According to students, teachers can create a comfortable atmosphere during the learning process. The teacher emphasizes several important aspects when learning English, such as the importance of speaking, vocabulary, grammar, pronunciation, and spelling, this is accordance with (Dick & Carey, 1996) that teaching strategies are not only limited to activity procedures but also include materials or learning packages.

The results of the interview can be seen from the questions:

1. Do you like learning to speak English?

Student 1: "Yes."

Student 2: "Yes."

Student 3: "Yes."

Student 4: "Yes."

Student 5: "Yes."

2. How do teachers start the process of learning to speak English?

Student 1: "They introduced themselves and start by teaching a fun part of the subject so we don't get bored."

Student 2: "With enthusiastic to start learning to speak English."

Student 3: "Very cheerful."

Student 4; "Begins with an introduction to the material and explain the material to be discussed."

Student 5: "Material Introduction."

3. What kind of atmosphere does the teacher create when learning to speak English?

Student 1: "It's cozy, the lesson sometimes hard but with a good atmosphere."

Student 2: "A very nice and comfortable atmosphere."

Student 3: "Happy situation."

Student 4: "Pleasant situation."

Student 5: "Some kind of overseas vibe that ain't Indonesia, I guess."

4. What are the aspects that the teacher emphasizes when teaching speaking English?

Student 1: "Vocabulary, sentences, tenses."

Student 2: "Pronunciation, spelling, grammar."

Student 3: "Speaking, grammar."

Student 4: "Spelling."

Student 5: "Speaking, reading, writing."

The teacher always provides examples of the material being taught, such as video examples of correct English pronunciation and the teacher gives direct examples. The examples given by the teacher are the teacher's efforts to help students become more confident in learning English, especially speaking. There are still some students who have difficulty when speaking because according to their students they face many obstacles such as difficulty in pronunciation, lack of vocabulary, lack of memory of the theory being taught, and lack of grammar. Sometimes students also feel nervous so they forget what they want to say. Even so, some students have their way of dealing with these obstacles, such as watching learning videos on YouTube continuously to understand the material and also practicing getting used to

doing speeches in English. The explanation of the material in the learning videos makes students feel helped in understanding the material, this was also stated by (Arciniegas Paspuel, O. G., Álvarez Hernández, S. R., Castro Morales, L. G., & Maldonado Gudiño, 2021) about benefits of YouTube media in the learning process.

The results of the interview can be seen from the questions:

1. What obstacles did you experience while learning to speak English?

Student 1: "Lack of vocabulary, lack of memory of theory being taught, and lack of pronunciation."

Student 2: "When speaking sometimes get nervous and can't say the words I want."

Student 3: "Some of the pronunciation differed by their accent, and the teacher usually don't explain that."

Student 4: "Nothing."

Student 5: "Grammar."

2. How do you overcome these obstacles?

Student 1: "Watching videos on YouTube, and repeating."

Student 2: "I am practicing getting used to doing speeches in English."

Student 3: "I just use one accent and stick to it."

Student 4: "I don't know."

Student 5: "I take my time and check more."

When learning English especially speaking using learning videos on YouTube, students feel happy and helped by the material presented in an interesting way in the learning videos. However, students prefer to learn directly with the teacher rather than using learning videos on YouTube because students can interact directly with the teacher and practice right away. Students think that learning videos on YouTube are fun and easy to understand because the learning videos presented are interesting to watch.

However, when learning to use learning videos, students only learn the material and the speaking learning process which is not supervised.

The results of the interview can be seen from the questions:

1. What difference do you feel when you learn English directly and learn English through learning videos?

Student 1: "Learn to speak English directly thoroughly explained guided in the learning process. And learn to speak English through learning videos just a point, no one is supervising the process of learning to speak."

Student 2: "If directly, it can be easy to ask and immediately practice. If use videos, it feels fun, and quickly understand the material because you are interested in the video."

Student 3: "By learning directly, I feel like getting taught. By learning through video, I feel like learning myself."

Student 4: "I feel it is much more fun and interesting."

Student 5: "The fun and stress."

2. Do you have enthusiasm when learning to speak English by using YouTube media in the form of learning videos?

Student 1: "Sometimes if the video is good enough to make me learn without getting bored."

Student 2: "Yes, I do."

Student 3: "More enthusiastic to learn directly."

Student 4: "Not really."

Student 5: "A little no."

3. In your opinion, do you understand about learning to speak English directly or by learning videos from YouTube?

Student 1: "Learning to speak English directly."

Student 2: "In my opinion, I understand more about learning to speak English directly, so that when a wrong word or something is confusing, it can be corrected or asked directly."

Student 3: "Direct ofc."

Student 4: "I understand learning to use both."

Student 5: "Both."

According to students, learning videos on YouTube help them in learning and according to students learning by using learning videos is effective because it is easy to access and can be watched anytime and anywhere so that students can watch continuously until students understand the material. Learning English through YouTube makes it easier for everyone who wants to learn English because it can be accessed online and there is no need to go to various places to just study and it doesn't cost much to take courses and everyone can learn English easily, because English is an international language that one day will be needed if you are going to study abroad or while on vacation abroad, this is also stated by (Gard & Gautam, 2015) that speaking is one of the things that is very important because it is the most commonly accepted language among people in the world so learning will be very beneficial for everyone who understands it.

Learning English using learning videos on YouTube can also be reviewed because it can be monitored repeatedly. The students also thought that learning English especially speaking through learning videos on YouTube was very helpful, because it could help to learn new verbs, improve vocabulary, and helps in pronunciation. In addition, students can be entertained while learning by using interesting videos. Since English is an international language, students will understand what people from abroad are saying, this is accordance with (Jones, 1989) that speaking as a form of communication in the form of effective delivery of what is said by a speaker. However, students think that learning using learning videos on YouTube still has disadvantages, such as not being able to ask questions directly if don't understand and not being able to quickly get answers if have something to ask. So some students prefer to learn English, especially by speaking directly because they can interact or ask questions directly to the teacher. In addition, sometimes students have difficulty getting an internet signal when they want to watch learning videos on YouTube, so many students have a problem with

it, this is also stated by (Rasman, 2021) about several advantages and disadvantages of YouTube as a learning medium.

The results of the interview can be seen from the questions:

1. Do you think learning to speak using YouTube media in the form of learning videos is effective? Give the reason!

Student 1: "Effective because interesting videos make it easier for us to understand the material."

Student 2: "It's effective, through online you don't have to go anywhere and you can just watch the video and learn from it which I think useful."

Student 3: "I think it's quite effective, especially during this pandemic. Because the learning video can be repeated, it is quite interesting, so that students can be helped."

Student 4: "Yes, because it is interesting and easy to understand."

Student 5: "No, cause not all students get the point."

2. In your opinion, what are the advantages of learning English, especially learning to speak using YouTube media in the form of learning videos?

Student 1: "Can be watched anywhere."

Student 2: "We can be entertained while learning video is good enough. Because English is an international language, we would understand what overseas people say."

Student 3: "Easier to get than tutoring."

Student 4: "Can repeat."

Student 5: "The advantage is that we learn while watching so we don't feel bored."

3. In your opinion, what are the disadvantages of learning English, especially learning to speak using YouTube media in the form of learning videos?

Student 1: "I think the disadvantage of learning English on YouTube is that when there is something we can't understand or confusing we can't directly ask and get the answer."

Student 2: "Not everyone pays attention to it and you can't ask questions directly."

Student 3: "It can be unclear most of the time, without further explanation."

Student 4: "Can't understand."

Student 5: "The disadvantage is that we can't ask questions directly while watching the video."

4. With the existence of English learning videos on YouTube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Student 1: "Yes, English learning videos on YouTube are very helpful because can help in learning new verbs and increase vocabulary when speaking."

Student 2: "Yes, because it is interesting and easy to understand."

Student 3: "For speaking, it isn't that helpful in terms of content and context since it usually just says to keep calm and be confident which most people don't know how to do, but in terms of pronunciation, it is helpful."

Student 4: "Yes of course. With English lesson videos are all out on YouTube, people who want to learn English but don't have the money to attend a course can still learn English and this is huge so the people of this generation can be better from the previous one."

Student 5: "I don't really know, because I got the English basic from games that I play and subtitle from films."

Based on the research findings above, it can be discussed that students are greatly helped by the creative and fun teacher strategies used in the learning process. Teacher use various ways to improve students' English

skills with various strategies that make students feel happy while learning English. Even though the students were hampered by several obstacles, the teacher still tried various ways to keep the students learning and keep trying to improve students' speaking skills, such as giving examples of correct pronunciation, learning vocabulary, learning grammar, etc.

To help the students learning process, the teacher has a creative strategy by making various kinds of English learning videos with the teacher as a model and uploading the learning videos on YouTube so that students can easily access them. The students thought that the learning videos made by the teacher on YouTube helped them in learning English especially speaking, this is also stated by (Azhar, 2013) that the use of learning, videos can facilitate the teacher's task in delivering teaching materials and achievements of learning objectives that have been designed. Apart from being easy to access, learning to use YouTube media in the form of learning videos also allows students to watch learning videos repeatedly, it makes students feel helpful if there is the material they want to learn repeatedly, this is accordance with (Awang, 2016) that audio visual media using video is a learning aid that can help students understand the material being discussed. Students also feel that YouTube makes it easy for everyone to learn English easily because it doesn't have to cost too much and can also be accessed anytime and anywhere. Even so, the students still feel there are some flaws when learning to use YouTube media. One of them is not being able to interact directly with the teacher, and not being able to ask questions and get answers directly from the teacher if something is not understood from the material discussed. This makes some students prefer to learn English, especially speaking directly because they can interact with the teacher.

In conclusion, the teacher's strategy in using YouTube media by making learning videos can helps students learn English, especially speaking. There are several advantages that students feel when learning to speak using learning videos. Although there are still some disadvantages, students feel interested and helped in learning to speak using learning videos on YouTube.

CHAPTER V

CONCLUSION AND SUGGESTION

Conclusions and research suggestions are presented in this chapter. Conclusions are based on research findings and suggestions addressed to teachers, students, and researchers.

A. Conclusion

After conducting research and analyzing research on the strategies used by teacher of the use YouTube as media in teaching speaking online with Mrs. Melati Dwi Anda Syaputri, M.Pd., Gr. as an English teacher and the advantages and disadvantages of the use of YouTube as media in teaching speaking online with the 10th graders of SMA Darma Bangsa, it has resulted that:

According to the research findings and discussion, it was found that teachers as YouTubers utilize technology and create creative teaching strategies to guide students' learning processes and train students' speaking skills. The teacher gives an example of using YouTube media in the form of a learning video made by the teacher. In making learning videos, the teacher prepares several materials according to the needs of students and the tools that will be used to make videos. Before the video is uploaded to YouTube, the teacher will watch the learning video that has been made and if there is an error the teacher will edit the video first. The teacher also gives examples directly during the learning process in class. The teacher's creative and fun strategies make students more enthusiastic about learning English and make students not feel bored while studying. This is because the teacher tries to create new ideas with interesting media such as YouTube to learn correct pronunciation, learn vocabulary, learn grammar, etc. Some students find it helpful to practice their speaking skills by watching learning videos on YouTube repeatedly until they get used to it. However, students find disadvantages when learning English using YouTube media. Students often experience signal difficulties, and students admit that they cannot interact

directly with the teacher. This makes some students prefer to learn English, especially learning to speak directly with the teacher because they can directly ask questions if there is material that has not been understood.

B. Suggestion

Based on the conclusions of this study, the researcher would like to give some suggestions as follows:

1. For teachers

The results of this study are expected to make teachers, especially English teachers, more creative in finding and choosing English teaching methods and strategies. Teachers can take advantage of increasingly developing technology and create creative ideas, knowledge, concepts, and theories to improve students' speaking skills through YouTube media in the form of learning videos. Teachers can also participate by being a model in the learning videos that are made. Besides being useful for self-development, it is also useful for motivating others.

2. For students

The results of this study are expected to be useful for everyone, especially students to learn English and to improve their speaking skills in an easy and fun way. From a practical point of view, YouTube as a learning medium is expected to be an effective tool to help students improve their speaking skills.

3. For researchers

The results of this study are expected to help further researchers who want to do similar research, can use this research as a reference for their research.

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Appendix 1

Data Collection Guidelines

A. Teacher Interview Guidelines

1. Why did you choose youtube as a learning medium?
2. How do you teach vocabulary to speak using youtube media in the form of learning videos?
3. What aspects do you emphasize when teaching speaking using youtube media in the form of learning videos?
4. How to improve students' speaking skill by using youtube media in the form of learning videos?
5. What do you do when there are students who are still not confident in speaking English?
6. What do you need to prepare before making a learning video using youtube media?
7. How do you get students/viewers interested in the learning videos that you make?
8. There are five components of speaking skills :
 - a. comprehension
 - b. grammar
 - c. vocabulary
 - d. pronunciation
 - e. fluency

In the five components of speaking, what do you think about the learning outcomes of the students you teach and how do you teach speaking with these five components?

9. Several aspects can be judged from the practice of speaking, namely :
 - a. Smooth delivery opinion/response
 - b. Vocal clarity
 - c. Accuracy of intonation

- d. Precision word choice (diction)
- e. Sentence structure (speech)
- f. Eye contact with listeners
- g. Accurately expresses ideas with data textual.

From several aspects that can be assessed from the speaking practice, how do you assess students when practicing speaking, and what are the student learning outcomes when practicing speaking?

10. In the job of a YouTuber, there are several things that a YouTuber must do, these are:

- a. Collect ideas, data, and conduct research, and create concepts to produce interesting content
- b. Produce content that truly fits your identity and desired branding
- c. Continually strive to fulfill the agreed goals of a content
- d. Evaluate the content that has been served.

From some of the tasks of a YouTuber, how do you do it so that the learning videos you make can be according to your wishes?

B. Students Interview Guidelines

1. Do you like learning to speak English?
2. How do teachers start the process of learning to speak English?
3. What kind of atmosphere does the teacher create when learning to speak English?
4. What obstacles did you experience while learning to speak English?
5. How do you overcome these obstacles?
6. What are the aspects that the teacher emphasizes when teaching speaking English?
7. What difference do you feel when you learn English directly and learning English through learning videos?
8. Do you have enthusiasm when learning to speak English by using youtube media in the form of learning videos?

9. In your opinion, do you understand about learning to speak English directly or with learning video from youtube?
10. Do you think learning to speak using youtube media in the form of learning videos is effective? Give the reason!
11. In your opinion, what are the advantages of learning English especially learning to speak English using youtube media in the form of learning videos?
12. In your opinion, what are the disadvantages of learning English especially learning to speak English using youtube media in the form of learning videos?
13. With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

C. Observation Guideliness

- 1) Observing the teacher's strategy as a YouTuber who uses YouTube media in learning to speak English
- 2) Observing the advantages and disadvantages teacher's strategy as a YouTuber who uses YouTube media in learning to speak English

D. Documentation Guideliness

- 1) Lesson plan documentation
- 2) Textbook documentation
- 3) WhatsApp chat documentation
- 4) Google form documentation
- 5) Learning videos documentation
- 6) YouTube channel documentation
- 7) Documentation of online learning process

Appendix 2

Teacher Interview

1. Why did you choose YouTube as a learning medium?
Answer: "It is because YouTube can be accessed by everyone where ever they are."
2. How do you teach vocabulary to speak using YouTube media in the form of learning videos?
Answer: "I give them some examples and vocabulary targets."
3. What aspects do you emphasize when teaching speaking using YouTube media in the form of learning videos?
Answer: "The pronunciation, the topic they deliver, and the vocabulary or tense target."
4. How do improve students' speaking skills by using YouTube media in the form of learning videos?
Answer: "Actually, I just gave them the example. Then, to make them practice more, I gave them a project or directly tested them by zoom meeting."
5. What do you do when there are students who are still not confident in speaking English?
Answer: "I give them the individual speaking tasks and won't share the results with the class."
6. What do you need to prepare before making a learning video using YouTube media?
Answer: "I prepared the materials for the lesson and the tools to record the video."
7. How do you get students/viewers interested in the learning videos that you make?
Answer: "I make my video with a different style. I become more friendly. I also give some examples to help the students understand better."
8. There are five components of speaking skills :

- a. Comprehension
- b. Grammar
- c. Vocabulary
- d. Pronunciation
- e. Fluency

In the five components of speaking, what do you think about the learning outcomes of the students you teach and how do you teach speaking with these five components?

Answer: “Good enough. The students can understand the materials during my online and offline learning. The students practice their grammar and vocabulary in some ways. I help the students to learn the pronunciation directly in the offline class and the zoom meeting. Some of the students are fluent enough.”

9. Several aspects can be judged from the practice of speaking, namely :
 - a. Smooth delivery opinion/response
 - b. Vocal clarity
 - c. Accuracy of intonation
 - d. Precision word choice (diction)
 - e. Sentence structure (speech)
 - f. Eye contact with listeners
 - g. Accurately expresses ideas with data textual.

From several aspects that can be assessed from the speaking practice, how do you assess students when practicing speaking, and what are the student learning outcomes when practicing speaking?

Answer: “Some of the students can smoothly respond or give an opinion. Some of them are good at vocal clarity. The students can study the vocabulary by watching the video and learning the diction. The students also learn the grammar and practice using it in daily conversation. I teach them eye contact by giving some examples.”

10. In the job of a YouTuber, there are several things that a YouTuber must do, these are:

- a. Collect ideas, data, and conduct research, and create concepts to produce interesting content
- b. Produce content that truly fits your identity and desired branding
- c. Continually strive to fulfill the agreed goals of a content
- d. Evaluate the content that has been served.

From some of the tasks of a YouTuber, how do you do it so that the learning videos you make can be according to your wishes?

Answer: “When I make video learning, I just consider the student's needs. I make the video based on the need and the topic of the lesson. I don't do the research or anything. If I make mistake, I edit the video first.”



Appendix 3

Students Interview

Devan

1. Do you like learning to speak English?

Answer: "Yes."

2. How do teachers start the process of learning to speak English?

Answer: "Memulai sangat ceria."

3. What kind of atmosphere does the teacher create when learning to speak English?

Answer: "Bahagia."

4. What obstacles did you experience while learning to speak English?

Answer: "Pada saat speaking."

5. How do you overcome these obstacles?

Answer: "Belajar lebih."

6. What are the aspects that the teacher emphasizes when teaching speaking English?

Answer: "Listening."

7. What difference do you feel when you learn English directly and learning English through learning videos?

Answer: "Lebih terasa mengerti dibanding video."

8. Do you have enthusiasm when learning to speak English by using youtube media in the form of learning videos?

Answer: "Biasa saja, lebih semangat secara langsung."

9. In your opinion, do you understand about learning to speak English directly or with learning video from youtube?

Answer: "Lebih mengerti secara langsung."

10. Do you think learning to speak using youtube media in the form of learning videos is effective? Give the reason!)

Answer: "Kurang efektif, tapi bisa jadi efektif."

11. In your opinion, what are the advantages of learning English especially learning to speak English using youtube media in the form of learning videos?

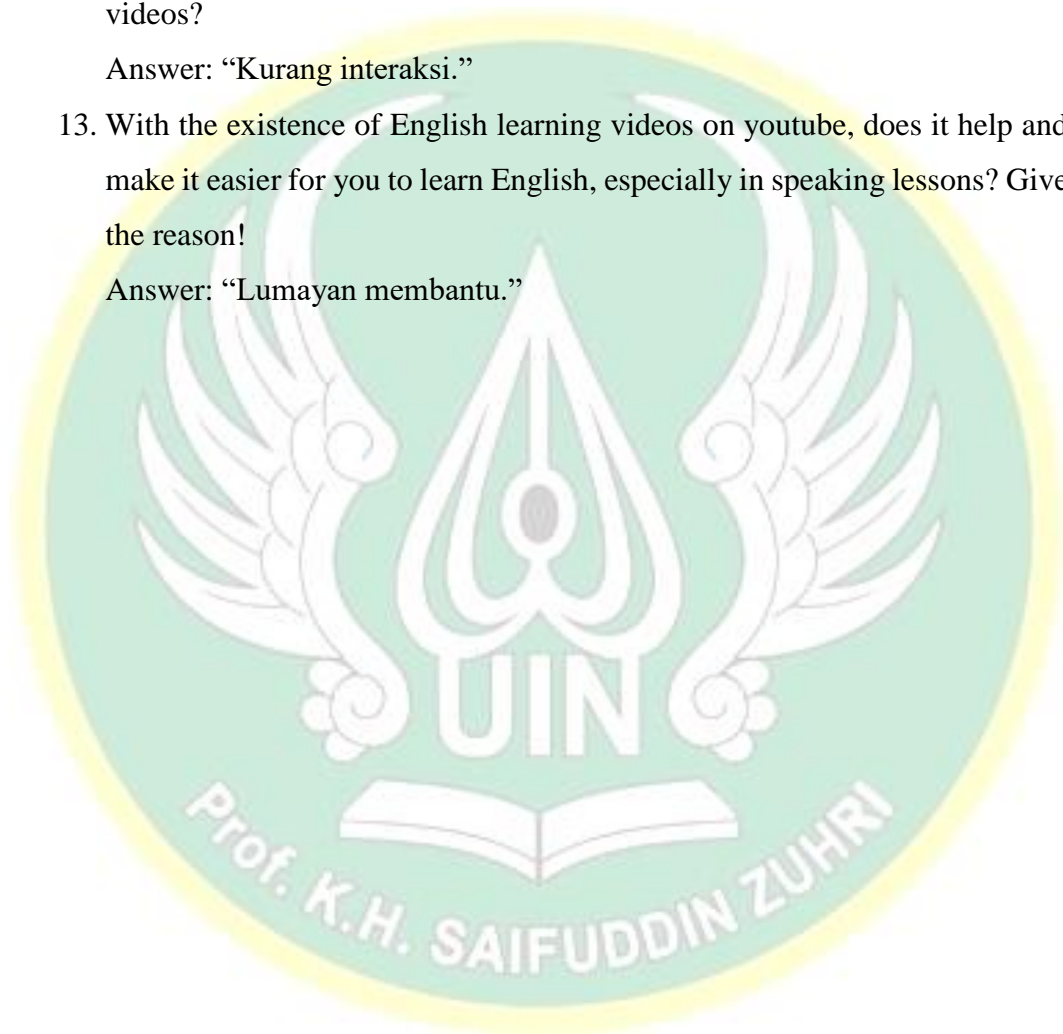
Answer: “Lebih mudah digapai dibandingkan les.”

12. In your opinion, what are the disadvantages of learning English especially learning to speak English using youtube media in the form of learning videos?

Answer: “Kurang interaksi.”

13. With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Answer: “Lumayan membantu.”



Students Interview

Ratu Kirana

1. Do you like learning to speak English?

Answer: "Yes."

2. How do teachers start the process of learning to speak English?

Answer: "I'm not sure honestly, but I guess most of the time they'll just jump straight into it."

3. What kind of atmosphere does the teacher create when learning to speak English?

Answer: "I can't tell."

4. What obstacles did you experience while learning to speak English?

Answer: "Some of the pronunciations differed by their accent, and the teachers usually don't explain that."

5. How do you overcome these obstacles?

Answer: "I just use one accent and stick to it."

6. What are the aspects that the teacher emphasizes when teaching speaking English?

Answer: "The fact that we are natives and that English isn't our first language."

7. What difference do you feel when you learn English directly and learning English through learning videos?

Answer: "The environment."

8. Do you have enthusiasm when learning to speak English by using youtube media in the form of learning videos?

Answer: "Yes."

9. In your opinion, do you understand about learning to speak English directly or with learning video from youtube?

Answer: "Directly."

10. Do you think learning to speak using youtube media in the form of learning videos is effective? Give the reason!)

Answer: "Depends on many factors I couldn't currently describe."

11. In your opinion, what are the advantages of learning English especially learning to speak English using youtube media in the form of learning videos?

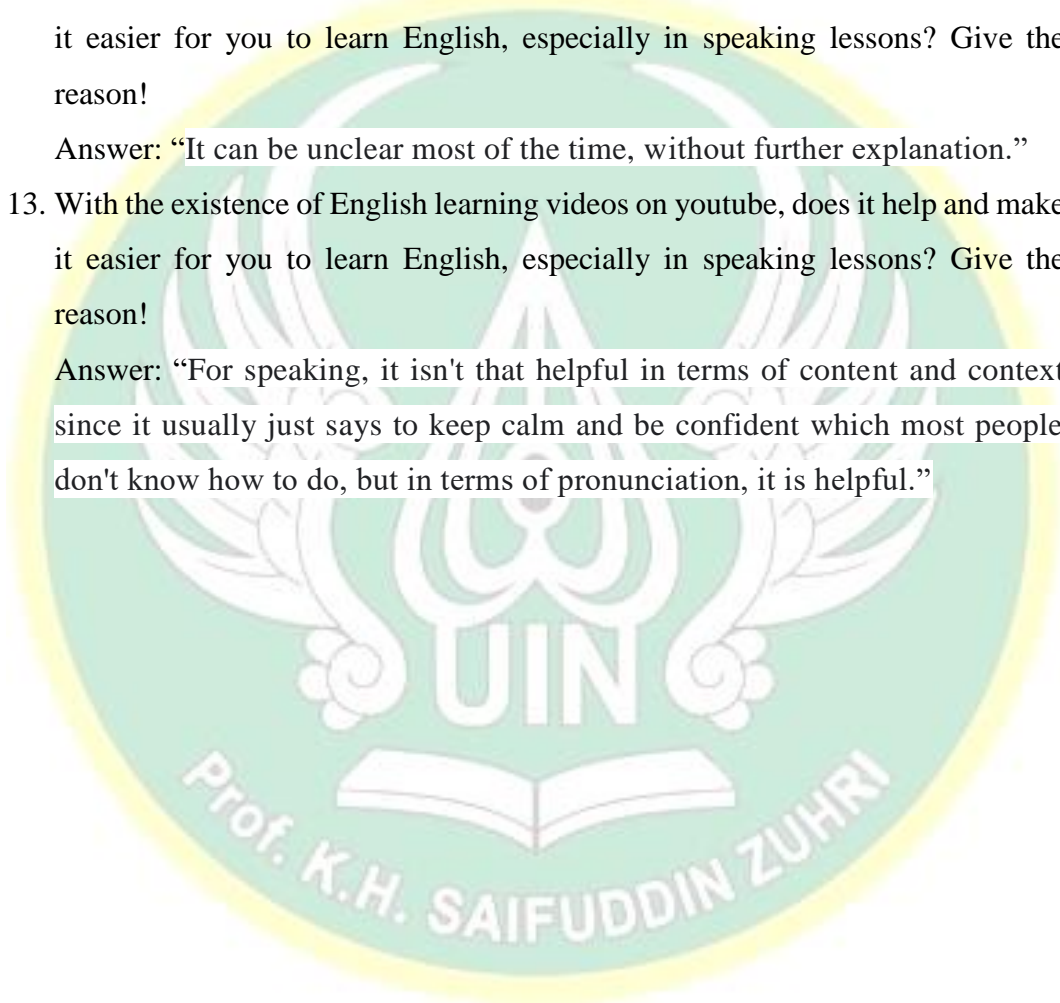
Answer: "Easy access."

12. In your opinion, what are the disadvantages of learning English especially learning to speak English using youtube media in the form of learning videos? With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Answer: "It can be unclear most of the time, without further explanation."

13. With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Answer: "For speaking, it isn't that helpful in terms of content and context since it usually just says to keep calm and be confident which most people don't know how to do, but in terms of pronunciation, it is helpful."



Students interview

Maulana Yusup Ibrahim

1. Do you like learning to speak English?

Answer: "Yes."

2. How do teachers start the process of learning to speak English?

Answer: "Yes."

3. What kind of atmosphere does the teacher create when learning to speak English?

Answer: "Yes."

4. What obstacles did you experience while learning to speak English?

Answer: "Yes."

5. How do you overcome these obstacles?

Answer: "Yes."

6. What are the aspects that the teacher emphasizes when teaching speaking English?

Answer: "Yes."

7. What difference do you feel when you learn English directly and learning English through learning videos?

Answer: "Yes."

8. Do you have enthusiasm when learning to speak English by using youtube media in the form of learning videos?

Answer: "Yes."

9. In your opinion, do you understand about learning to speak English directly or with learning video from youtube?

Answer: "Yes."

10. Do you think learning to speak using youtube media in the form of learning videos is effective? Give the reason!)

Answer: "Yes."

11. In your opinion, what are the advantages of learning English especially learning to speak English using youtube media in the form of learning videos?

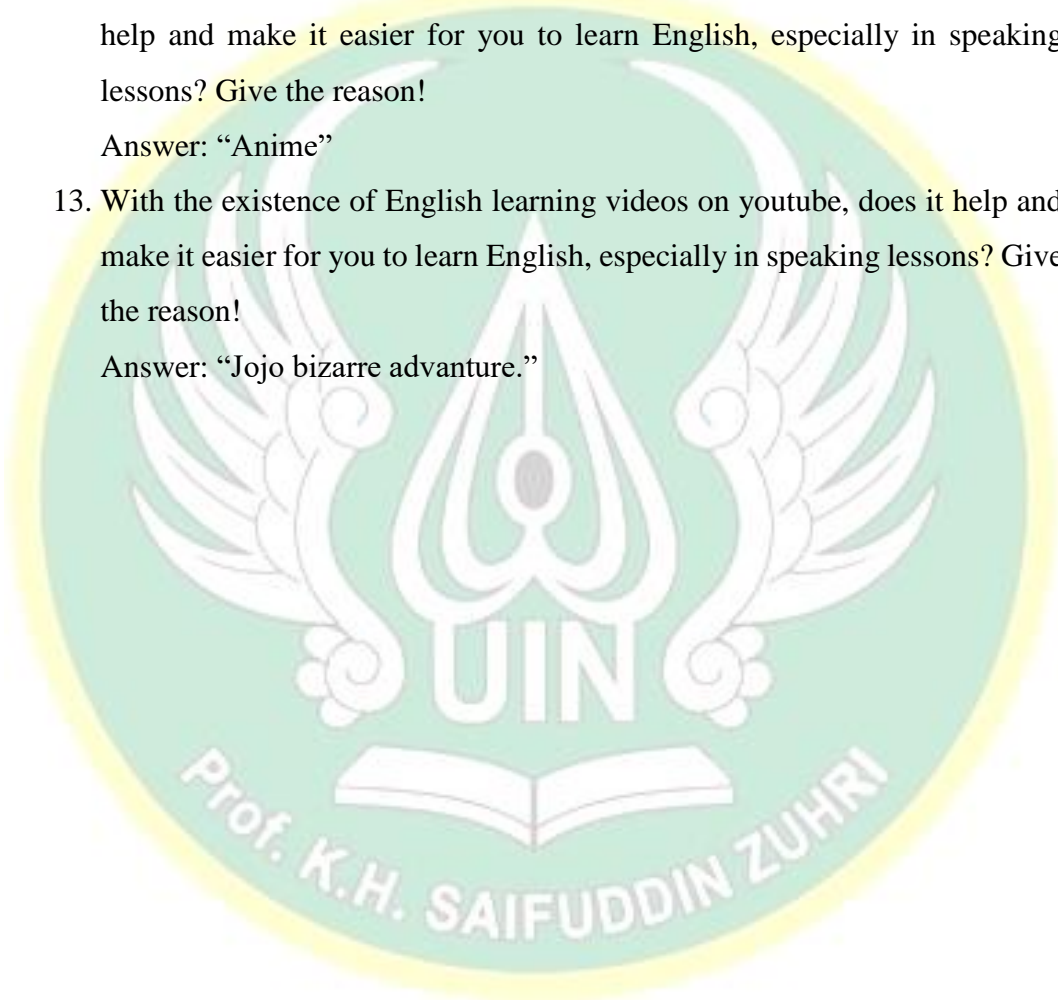
Answer: “Ada di”

12. In your opinion, what are the disadvantages of learning English especially learning to speak English using youtube media in the form of learning videos? With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Answer: “Anime”

13. With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Answer: “Jojo bizarre advanture.”



Students interview

Shalyra Andini Tantra

1. Do you like learning to speak English?

Answer: "Yes."

2. How do teachers start the process of learning to speak English?

Answer: "Begins with an introduction to the material and explains the material to be discussed."

3. What kind of atmosphere does the teacher create when learning to speak English?

Answer: "Pleasant situation."

4. What obstacles did you experience while learning to speak English?

Answer: "Nothing."

5. How do you overcome these obstacles?

Answer: "Keep enjoying the lesson."

6. What are the aspects that the teacher emphasizes when teaching speaking English?

Answer: "A comfortable and fun way to learn."

7. What difference do you feel when you learn English directly and learning English through learning videos?

Answer: "If directly, it can be easy to ask and immediately practice. if use videos, it feels fun, and quickly understand the material because you are interested in the video."

8. Do you have enthusiasm when learning to speak English by using youtube media in the form of learning videos?

Answer: "A little no."

9. In your opinion, do you understand about learning to speak English directly or with learning video from youtube?

Answer: "I understand learning to use both."

10. Do you think learning to speak using youtube media in the form of learning videos is effective? Give the reason!)

Answer: “Effective because IMO, interesting videos make it easier for us to understand the material.”

11. In your opinion, what are the advantages of learning English especially learning to speak English using youtube media in the form of learning videos?

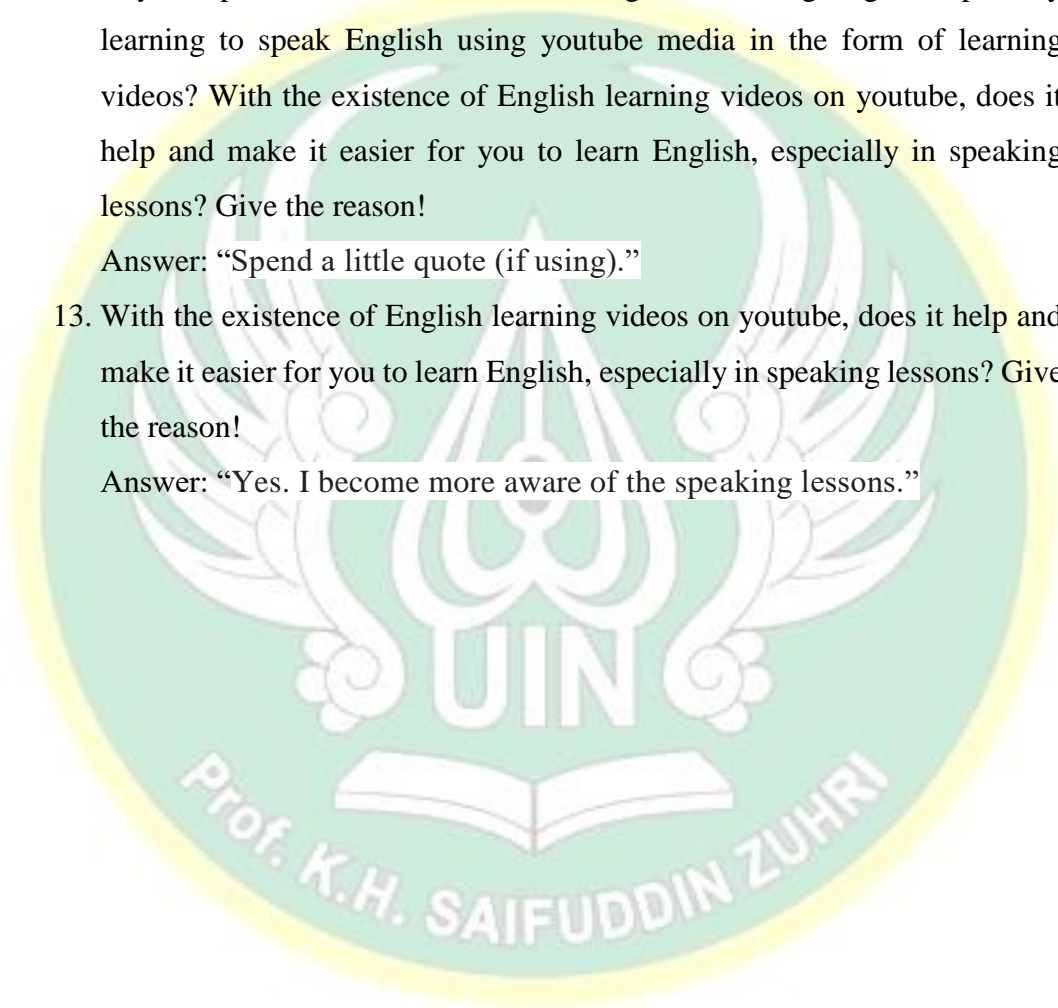
Answer: “Can be watched anywhere.”

12. In your opinion, what are the disadvantages of learning English especially learning to speak English using youtube media in the form of learning videos? With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Answer: “Spend a little quote (if using).”

13. With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Answer: “Yes. I become more aware of the speaking lessons.”



Students interview

Yudistira

1. Do you like learning to speak English?

Answer: "No."

2. How do teachers start the process of learning to speak English?

Answer: "They learn"

3. What kind of atmosphere does the teacher create when learning to speak English?

Answer: "Some kind of overseas vibe that Indonesia, I guess."

4. What obstacles did you experience while learning to speak English?

Answer: "Spelling."

5. How do you overcome these obstacles?

Answer: "Get used to it."

6. What are the aspects that the teacher emphasizes when teaching speaking English?

Answer: "Pronunciation, spelling, grammar, etc."

7. What difference do you feel when you learn English directly and learning English through learning videos?

Answer: "By learning directly, I feel like getting taught. By learning through video, I feel like learning myself."

8. Do you have enthusiasm when learning to speak English by using youtube media in the form of learning videos?

Answer: "Sometimes if the video is good enough to make me learn without getting bored."

9. In your opinion, do you understand about learning to speak English directly or with learning video from youtube?

Answer: "Direct ofc."

10. Do you think learning to speak using youtube media in the form of learning videos is effective? Give the reason!)

Answer: "I don't think it's effective because of the mindset of people wanted to be get taught not learn."

11. In your opinion, what are the advantages of learning English especially learning to speak English using youtube media in the form of learning videos?

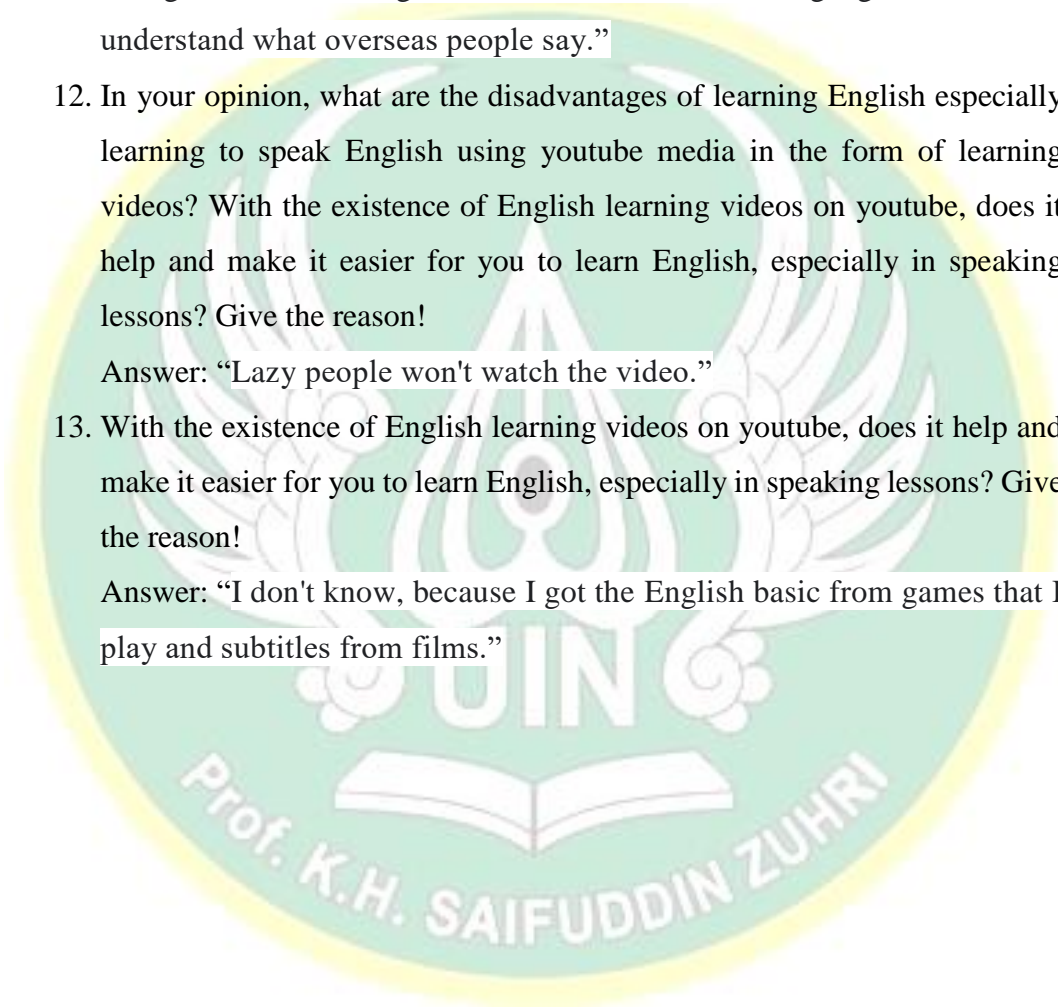
Answer: "We can be entertained while learning if the video is good enough. Because English is an international language, we would understand what overseas people say."

12. In your opinion, what are the disadvantages of learning English especially learning to speak English using youtube media in the form of learning videos? With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Answer: "Lazy people won't watch the video."

13. With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Answer: "I don't know, because I got the English basic from games that I play and subtitles from films."



Students interview

Julia Natasya Ariela

1. Do you like learning to speak English?

Answer: "Yes."

2. How do teachers start the process of learning to speak English?

Answer: "Start with greetings."

3. What kind of atmosphere does the teacher create when learning to speak English?

Answer: "A very nice and comfortable atmosphere."

4. What obstacles did you experience while learning to speak English?

Answer: "Being detailed and correct."

5. How do you overcome these obstacles?

Answer: "I take my time and check more."

6. What are the aspects that the teacher emphasizes when teaching speaking English?

Answer: "Speaking, grammar."

7. What difference do you feel when you learn English directly and learning English through learning videos?

Answer: "I feel it is much more fun and interesting."

8. Do you have enthusiasm when learning to speak English by using youtube media in the form of learning videos?

Answer: "Yes, I do."

9. In your opinion, do you understand about learning to speak English directly or with learning video from youtube?

Answer: "Both."

10. Do you think learning to speak using youtube media in the form of learning videos is effective? Give the reason!

Answer: "Yes because not everyone can pronounce it correctly."

11. In your opinion, what are the advantages of learning English especially learning to speak English using youtube media in the form of learning videos?

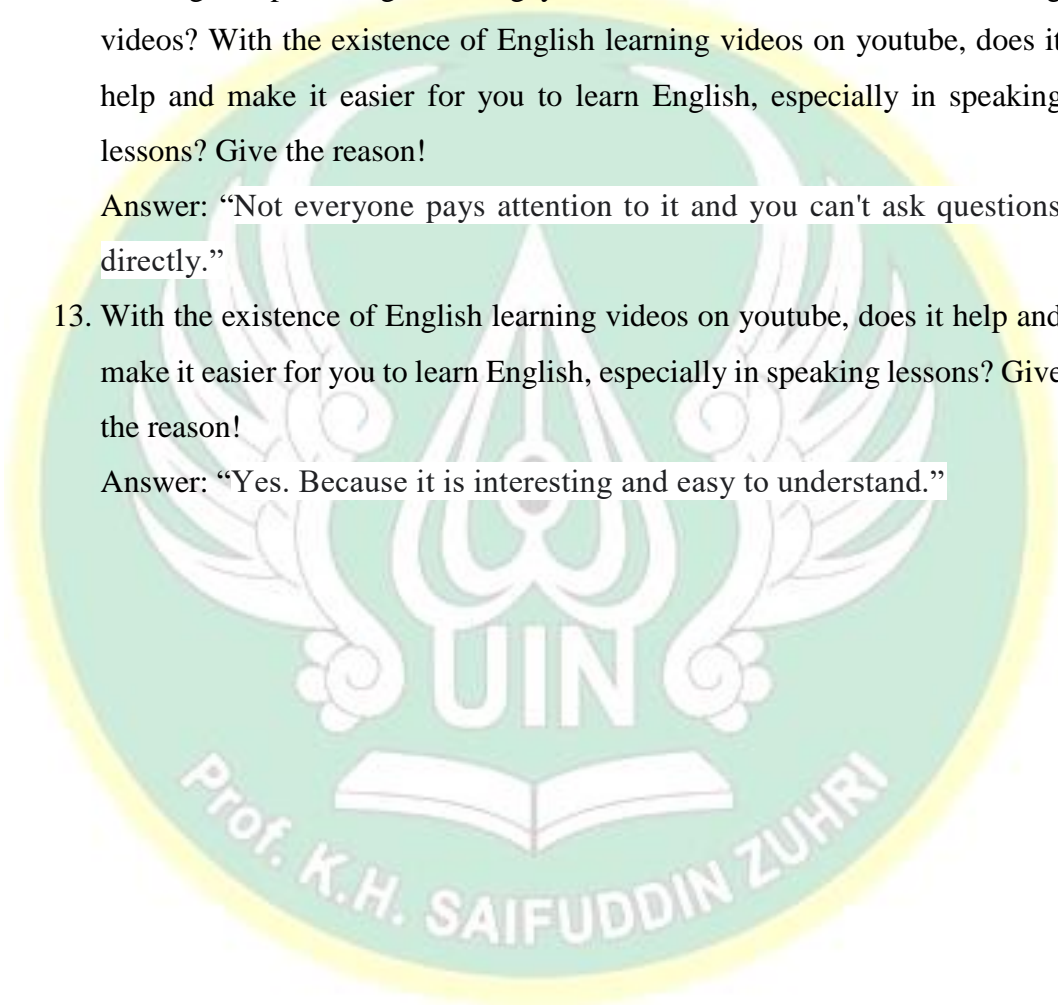
Answer: “Well, we can get the right word, learn how to pronounce some words the correct way, and studying like that is more interesting.”

12. In your opinion, what are the disadvantages of learning English especially learning to speak English using youtube media in the form of learning videos? With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Answer: “Not everyone pays attention to it and you can't ask questions directly.”

13. With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Answer: “Yes. Because it is interesting and easy to understand.”



Students interview

M. Fathan Hafiz Masrur

1. Do you like learning to speak English?

Answer: "Yes."

2. How do teachers start the process of learning to speak English?

Answer: "They introduced themselves and start by teaching a fun part of the subject so we don't get bored."

3. What kind of atmosphere does the teacher create when learning to speak English?

Answer: "It's cozy, the lesson is sometimes hard but with a good atmosphere."

4. What obstacles did you experience while learning to speak English?

Answer: "When speaking sometimes get nervous and can't say the words I want."

5. How do you overcome these obstacles?

Answer: "I am practicing getting used to doing speeches in English."

6. What are the aspects that the teacher emphasizes when teaching speaking English?

Answer: "Speaking, reading. Writing."

7. What difference do you feel when you learn English directly and learning English through learning videos?

Answer: "Both are almost the same, the difference is when you learn English directly it gives you more freedom to ask and examples immediately but online it's a different story, sure you still can research the examples but it might take a while to get the answers, at the same time, you don't have to go anywhere and you can just watch the video and learn from it."

8. Do you have enthusiasm when learning to speak English by using youtube media in the form of learning videos?

Answer: "Yes."

9. In your opinion, do you understand about learning to speak English directly or with learning video from youtube?

Answer: "Learning to speak English directly."

10. Do you think learning to speak using youtube media in the form of learning videos is effective? Give the reason!)

Answer: "It's effective yes, through online you don't have to go anywhere and you can just watch the video and learn from it which I think is useful."

11. In your opinion, what are the advantages of learning English especially learning to speak English using youtube media in the form of learning videos?

Answer: "English is an international language so if you can do English and you are taking your education abroad or you just want to go on a vacation out of the country or you have a friend that is from another country, you can communicate normally through English."

12. In your opinion, what are the disadvantages of learning English especially learning to speak English using youtube media in the form of learning videos? With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Answer: "For me there are no disadvantages, learning a new language is good for your knowledge and useful, it would take some time but it would be worth it."

13. With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Answer: "Yes of course, with English lesson videos are all out on youtube, people who want to learn English but don't have the money to attend a course can still learn English and this is huge so the people of this generation can be better from the previous one."

Students interview

Kesya

1. Do you like learning to speak English?

Answer: "Yes, I do."

2. How do teachers start the process of learning to speak English?

Answer: "I'm not sure they mostly just went to the point."

3. What kind of atmosphere does the teacher create when learning to speak English?

Answer: "I don't know."

4. What obstacles did you experience while learning to speak English?

Answer: "Tense and pronunciation."

5. How do you overcome these obstacles?

Answer: "Just do it."

6. What are the aspects that the teacher emphasizes when teaching speaking English?

Answer: "We are not native English."

7. What difference do you feel when you learn English directly and learning English through learning videos?

Answer: "The fun and stress."

8. Do you have enthusiasm when learning to speak English by using youtube media in the form of learning videos?

Answer: "Yesn't."

9. In your opinion, do you understand about learning to speak English directly or with learning video from youtube?

Answer: "Directly. (I learn alone)."

10. Do you think learning to speak using youtube media in the form of learning videos is effective? Give the reason!

Answer: "Well depends actually on your capability."

11. In your opinion, what are the advantages of learning English especially learning to speak English using youtube media in the form of learning videos?

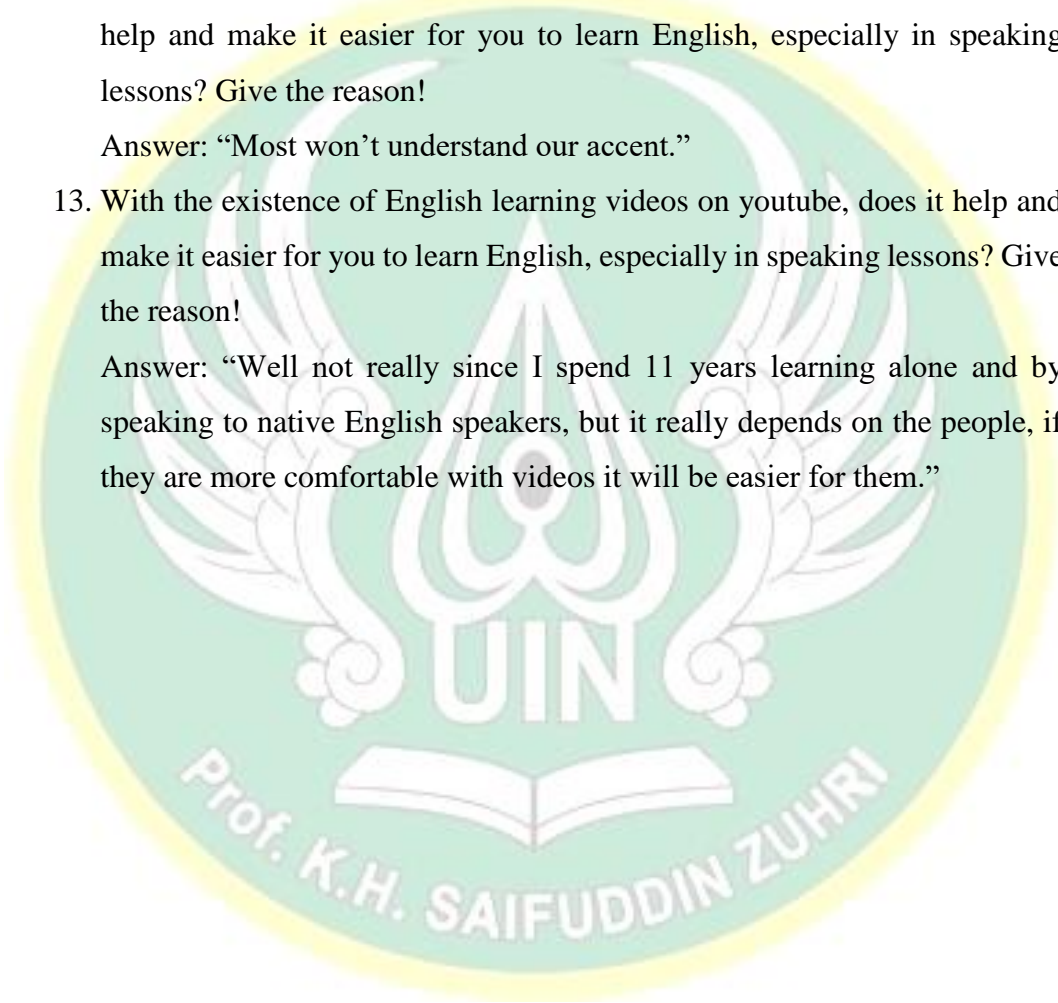
Answer: “You have many work opportunity.”

12. In your opinion, what are the disadvantages of learning English especially learning to speak English using youtube media in the form of learning videos? With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Answer: “Most won’t understand our accent.”

13. With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Answer: “Well not really since I spend 11 years learning alone and by speaking to native English speakers, but it really depends on the people, if they are more comfortable with videos it will be easier for them.”



Students interview

Marcel Icandra

1. Do you like learning to speak English?

Answer: "Yes."

2. How do teachers start the process of learning to speak English?

Answer: "Perkenalan materi."

3. What kind of atmosphere does the teacher create when learning to speak English?

Answer: "Happy."

4. What obstacles did you experience while learning to speak English?

Answer: "Menghafal verb."

5. How do you overcome these obstacles?

Answer: "No learn it."

6. What are the aspects that the teacher emphasizes when teaching speaking English?

Answer: "Verb."

7. What difference do you feel when you learn English directly and learning English through learning videos?

Answer: "Terkadang lancar terkadang tidak."

8. Do you have enthusiasm when learning to speak English by using youtube media in the form of learning videos?

Answer: "Not really"

9. In your opinion, do you understand about learning to speak English directly or with learning video from youtube?

Answer: "Keduanya."

10. Do you think learning to speak using youtube media in the form of learning videos is effective? Give the reason!

Answer: "Tidak, karena tidak secara langsung."

11. In your opinion, what are the advantages of learning English especially learning to speak English using youtube media in the form of learning videos?

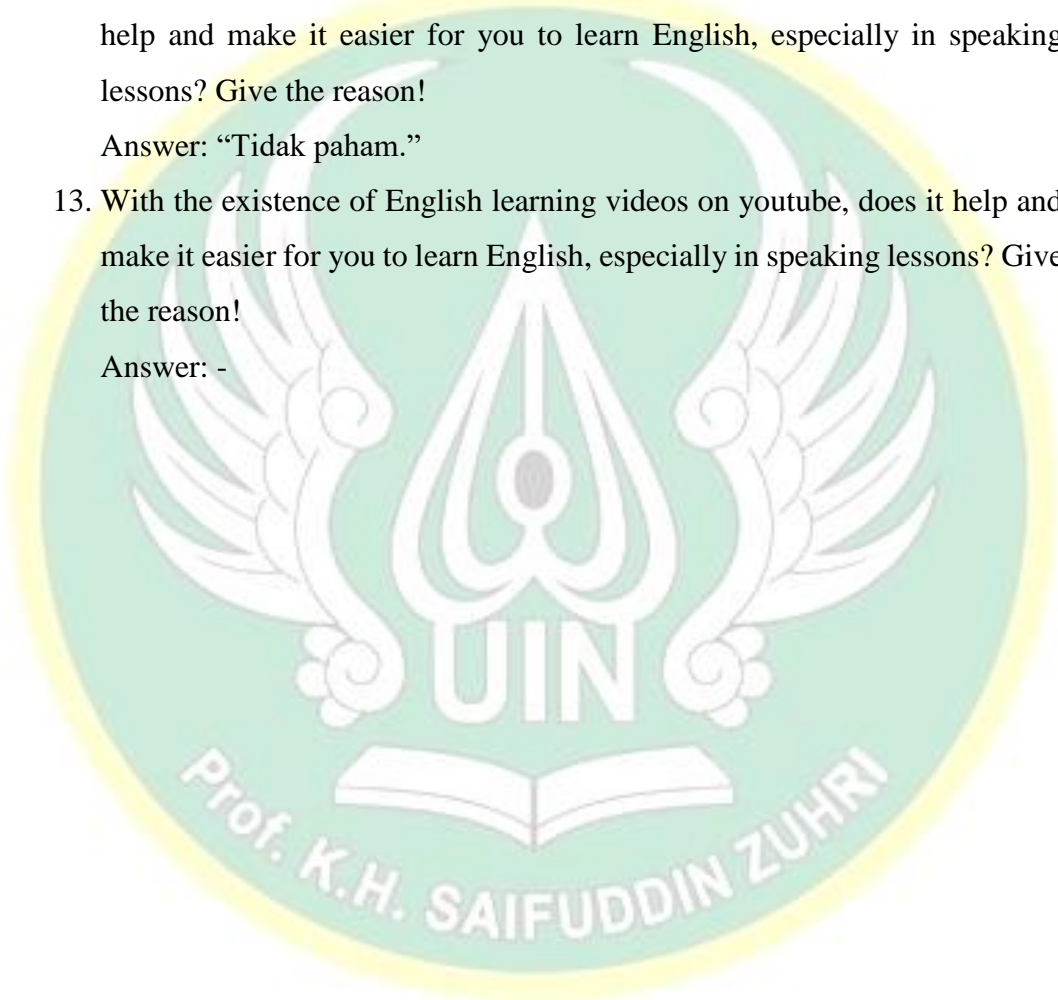
Answer: “Tidak tau.”

12. In your opinion, what are the disadvantages of learning English especially learning to speak English using youtube media in the form of learning videos? With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Answer: “Tidak paham.”

13. With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Answer: -



Students interview

Camellia Selfanie

1. Do you like learning to speak English?

Answer: "Ya."

2. How do teachers start the process of learning to speak English?

Answer: "Dengan semangat memulai pembelajaran bahasa inggris."

3. What kind of atmosphere does the teacher create when learning to speak English?

Answer: "Suasana menyenangkan."

4. What obstacles did you experience while learning to speak English?

Answer: "Kendala kurangnya kosa kata, kurangnya daya ingat teori yang diajarkan, kurangnya pelafalan,"

5. How do you overcome these obstacles?

Answer: "Menonton video di YouTube, kemudian diulang-ulang sehingga terbiasa."

6. What are the aspects that the teacher emphasizes when teaching speaking English?

Answer: "Kosakata, sentences, tenses."

7. What difference do you feel when you learn English directly and learning English through learning videos?

Answer: "Belajar berbicara bahasa inggris dijelaskan secara langsung, dijelaskan secara menyeluruh, dibimbing dalam proses pembelajarannya. Belajar bahasa inggris melalui video pembelajaran hanya poin, tidak ada yang mengawasi dalam proses pembelajaran berbicaranya."

8. Do you have enthusiasm when learning to speak English by using youtube media in the form of learning videos?

Answer: "Iya."

9. In your opinion, do you understand about learning to speak English directly or with learning video from youtube?

Answer: “Menurut saya, saya lebih paham belajar berbicara bahasa inggris secara langsung, sehingga ada salah kata atau sesuatu yang membingungkan bisa dikoreksi/ditanyakan secara langsung.”

10. Do you think learning to speak using youtube media in the form of learning videos is effective? Give the reason!)

Answer: “Menurut saya itu cukup efektif apalagi dimasa pandemic ini, dikarenakan video pembelajaran yang bisa diulang-ulang, cukup menarik, dijelaskan poinnya, sehingga pelajar dapat terbantu.”

11. In your opinion, what are the advantages of learning English especially learning to speak English using youtube media in the form of learning videos?

Answer: “Menurut saya kelebihanannya ketika belajar kata kerja baru di YouTube terdapat captions yang dapat membantu dalam mengingat kata-kata baru, dan dapat diulang-ulang untuk mengetahui bagaimana cara membacanya (pronounce,)

12. In your opinion, what are the disadvantages of learning English especially learning to speak English using youtube media in the form of learning videos? With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Answer: “Menurut saya kekurangannya ketika belajar bahasa inggris di media YouTube adalah ketika ada suatu hal yang tidak bisa kita pahami atau membingungkan kita tidak bisa langsung menanyakannya dan mendapat jawabannya.”

13. With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Answer: “Ya, video pembelajaran bahasa inggris di YouTube sangat membantu karena dapat membantu dalam mempelajari kata kerja baru, sehingga memperbanyak kosa kata ketika berbicara.

Students interview

M. Ragah Hafizh

1. Do you like learning to speak English?

Answer: "Yes."

2. How do teachers start the process of learning to speak English?

Answer: "Very well."

3. What kind of atmosphere does the teacher create when learning to speak English?

Answer: "Happy."

4. What obstacles did you experience while learning to speak English?

Answer: "Nothing."

5. How do you overcome these obstacles?

Answer: "I don't know."

6. What are the aspects that the teacher emphasizes when teaching speaking English?

Answer: "I don't know."

7. What difference do you feel when you learn English directly and learning English through learning videos?

Answer: "Feel more energetic."

8. Do you have enthusiasm when learning to speak English by using youtube media in the form of learning videos?

Answer: 50/50

9. In your opinion, do you understand about learning to speak English directly or with learning video from youtube?

Answer: "Real."

10. Do you think learning to speak using youtube media in the form of learning videos is effective? Give the reason!

Answer: "No, cause not all student get the point."

11. In your opinion, what are the advantages of learning English especially learning to speak English using youtube media in the form of learning videos?

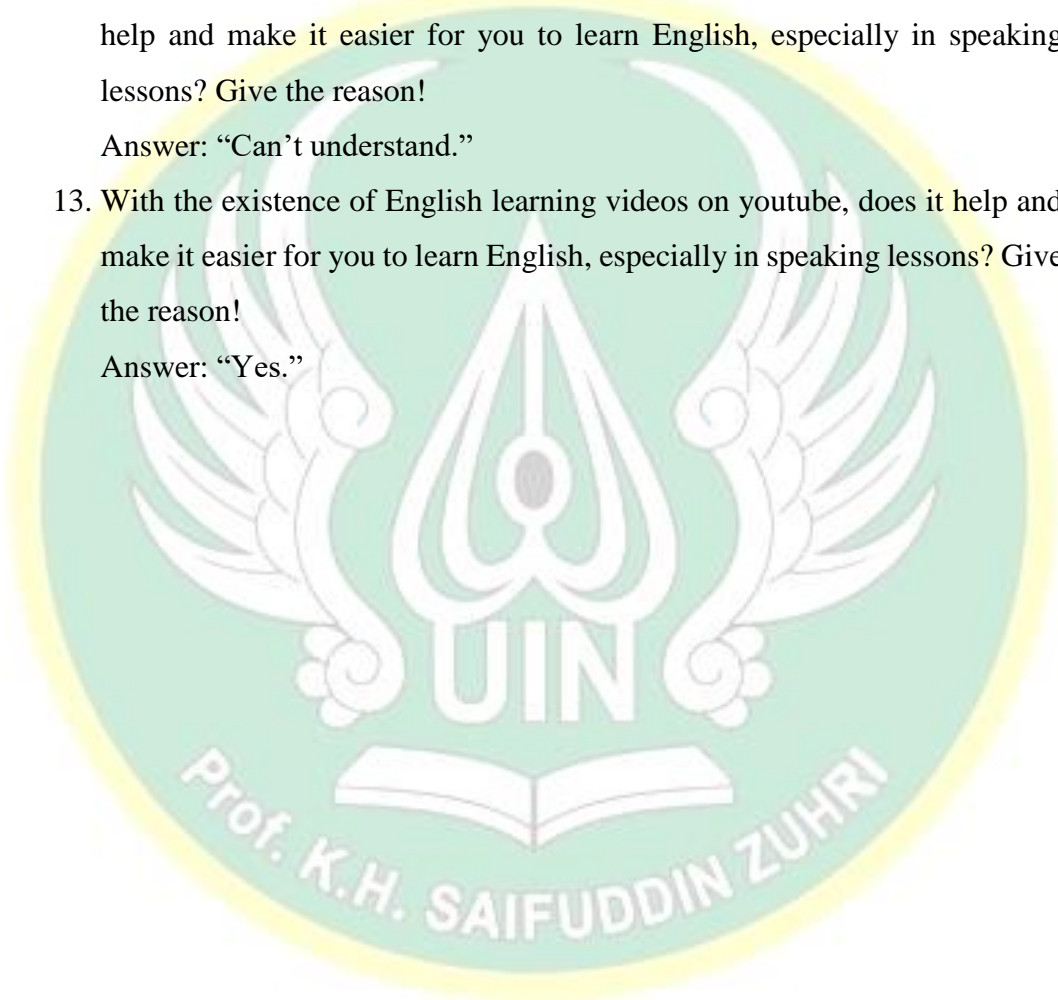
Answer: "Can't repeat."

12. In your opinion, what are the disadvantages of learning English especially learning to speak English using youtube media in the form of learning videos? With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Answer: "Can't understand."

13. With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Answer: "Yes."



Students interview

Dimas Duta

1. Do you like learning to speak English?

Answer: "Yes."

2. How do teachers start the process of learning to speak English?

Answer: "Say hello."

3. What kind of atmosphere does the teacher create when learning to speak English?

Answer: "So warm and kind."

4. What obstacles did you experience while learning to speak English?

Answer: "Nothing."

5. How do you overcome these obstacles?

Answer: "Nothing."

6. What are the aspects that the teacher emphasizes when teaching speaking English?

Answer: "To have a good grammar and public speaking."

7. What difference do you feel when you learn English directly and learning English through learning videos?

Answer: "When we study with zoom, we just stay in front of laptop, but when we study at school, we can learning very well."

8. Do you have enthusiasm when learning to speak English by using youtube media in the form of learning videos?

Answer: "Yes."

9. In your opinion, do you understand about learning to speak English directly or with learning video from youtube?

Answer: "I can understand when learning English directly."

10. Do you think learning to speak using youtube media in the form of learning videos is effective? Give the reason!)

Answer: "No. Because it's hard to understand."

11. In your opinion, what are the advantages of learning English especially learning to speak English using youtube media in the form of learning videos?

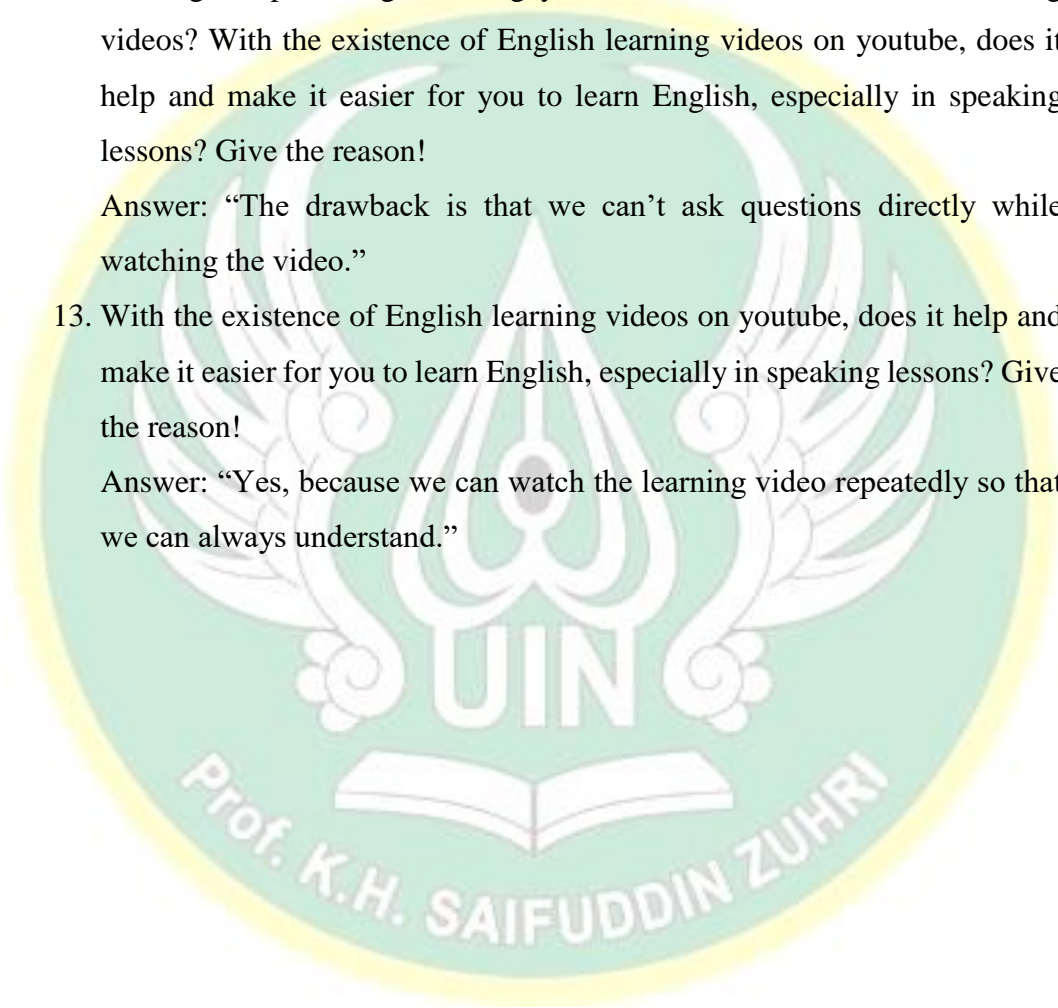
Answer: “The advantage is that we learn while watching so we don’t feel bored.”

12. In your opinion, what are the disadvantages of learning English especially learning to speak English using youtube media in the form of learning videos? With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Answer: “The drawback is that we can’t ask questions directly while watching the video.”

13. With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Answer: “Yes, because we can watch the learning video repeatedly so that we can always understand.”



Students interview

Nadine Kayla

1. Do you like learning to speak English?

Answer: "Yes."

2. How do teachers start the process of learning to speak English?

Answer: "Guru memulai dengan berbicara menggunakan bahasa inggris itu sendiri."

3. What kind of atmosphere does the teacher create when learning to speak English?

Answer: "Nyaman."

4. What obstacles did you experience while learning to speak English?

Answer: "Grammar."

5. How do you overcome these obstacles?

Answer: "Berlatih."

6. What are the aspects that the teacher emphasizes when teaching speaking English?

Answer: "Grammar."

7. What difference do you feel when you learn English directly and learning English through learning videos?

Answer: "Lebih mengerti secara langsung."

8. Do you have enthusiasm when learning to speak English by using youtube media in the form of learning videos?

Answer: "Yes."

9. In your opinion, do you understand about learning to speak English directly or with learning video from youtube?

Answer: "Directly,"

10. Do you think learning to speak using youtube media in the form of learning videos is effective? Give the reason!)

Answer: "Kurang efektif karena tidak bisa bertanya dengan bebas."

11. In your opinion, what are the advantages of learning English especially learning to speak English using youtube media in the form of learning videos?

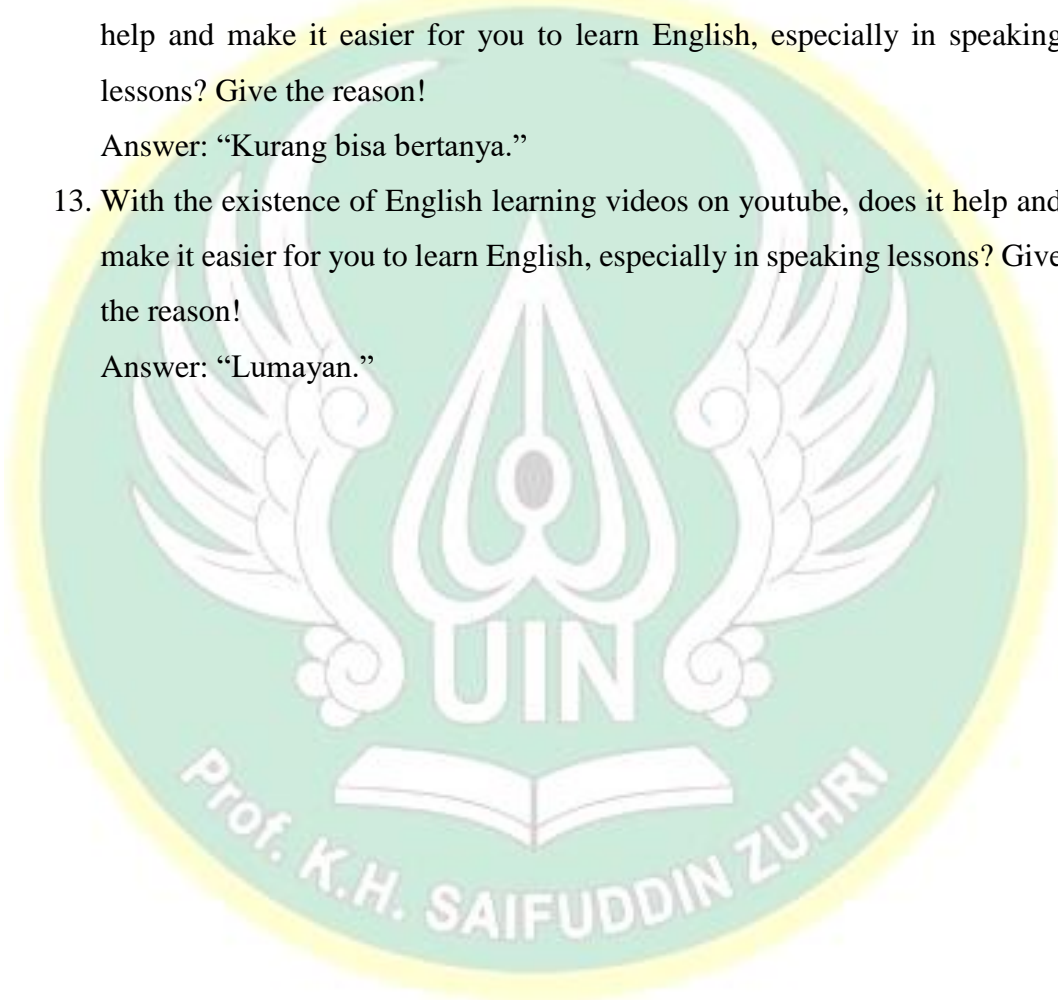
Answer: “Bisa diulang penjelasannya.”

12. In your opinion, what are the disadvantages of learning English especially learning to speak English using youtube media in the form of learning videos? With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Answer: “Kurang bisa bertanya.”

13. With the existence of English learning videos on youtube, does it help and make it easier for you to learn English, especially in speaking lessons? Give the reason!

Answer: “Lumayan.”



Appendix 4

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMA
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester/TP	: X/ Ganjil/2021-2022
Materi Pokok	: Memperkenalkan jati diri dan keluarga
Alokasi Waktu	: 5 Minggu x 2 Jam Pelajaran @45 Menit
Metode	: Discovery Learning

Tujuan Pembelajaran	
Memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya.	
Kegiatan Pembelajaran	
Pertemuan 1	Pertemuan 3
<ul style="list-style-type: none">Menyepakati materi yang akan dipelajari dalam 5 kali pertemuan yaitu siswa akan memberi dan memunta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya.Mengamati video tentang memperkenalkan diri	<ul style="list-style-type: none">Membaca teks tentang memperkenalkan keluarga besar bersama teman kelompokMengisi table fungsi sosial, struktur teks dan unsur kebahasaan dalam teks yang dibaca

<ul style="list-style-type: none"> • Membaca percakapan tentang memperkenalkan diri pada buku cetak siswa • Menemukan fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam memperkenalkan diri • Bermain peran dengan membuat percakapan sederhana mengenai memperkenalkan diri bersama teman • Membuat kesimpulan materi pada pertemuan pertama 	<ul style="list-style-type: none"> • Membuat gambar pohon keluarga besar dari teks yang dibaca • Mempresentasikan hasil kerja kelompok dan saling menanggapi • Membuat kesimpulan materi pada pertemuan ketiga
<p>Pertemuan 2</p>	<p>Pertemuan 4</p>
<ul style="list-style-type: none"> • Mengamati video tentang memperkenalkan keluarga • Membaca percakapan tentang memperkenalkan keluarga inti kepada orang lain • Menemukan fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam memperkenalkan keluarga inti 	<ul style="list-style-type: none"> • Mengamati pohon keluarga yang dibuat pada pertemuan 3 • Membuat pohon keluarga besar (dari ayah/ibu) • Merekam video dan menjelaskan pohon keluarga besar yang telah dibuat.

<ul style="list-style-type: none"> • Membuat gambar pohon keluarga inti dan mempresentasikan ke teman sejawat • Membuat kesimpulan materi pada pertemuan kedua 	<ul style="list-style-type: none"> • Membuat kesimpulan materi pada pertemuan keempat. 	
Pertemuan Ke 5		
Ulangan Harian (Monthly Test)		
Penilaian		
Pengetahuan	Keterampilan	Sikap
<ul style="list-style-type: none"> • Memberikan dan meminta informasi terkait memperkenalkan diri dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang tepat • Memberikan dan meminta informasi terkait memperkenalkan keluarga dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang tepat 	<ul style="list-style-type: none"> • Memperkenalkan diri secara lisan • Memperkenalkan diri secara tulis • Memperkenalkan keluarga inti dan besar secara lisan • Memperkenalkan keluarga inti dan besar secara tulis 	<ul style="list-style-type: none"> • Jujur dan bertanggung jawab dengan tugas yang diberikan • Memberikan komentar dengan cara yang santun saat menanggapi teman yang presentasi • Menggunakan bahasa yang santun baik lisan maupun tulis saat memberikan dan meminta informasi tentang jati diri dan keluarga.

**Mengetahui,
Kepala Sekolah**

**Bandar Lampung, Juli 2021
Guru Mata Pelajaran**

Iwan Sutanto, M.Pd.

Melati Dwi Anda Syaputri, M.Pd.,

Rubrik Penilaian Hasil Pembelajaran

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Emery	80	80	80	80	320	80	A
2	

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggung Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:

100 = Sangat Baik

75 = Baik

50 = Cukup

25 = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria

$$= 100 \times 4 = 400$$

3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4$

$$= 68,75$$

4. Kode nilai / predikat :

75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup (C)

00,00 – 25,00 = Kurang (K)

5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50				
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50	250	62,50	C

3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : Emery

Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100				
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100	450	90,00	SB
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)

- **Penilaian Jurnal** (Lihat lampiran)

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak	2	1
		Tidak memahami	Memahami	1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1

		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan Tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan Tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: Emery

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA

	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan

	tepat, serta tidak lancar	berkembang, serta ada transisi	sesuai, kalimat berkembang, serta ada transisi
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Keterangan:

MAHIR mendapat skor 3

MEMUASKAN mendapat skor 2

TERBATAS mendapat skor 1

c. Penilaian Portofolio

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 1 Semester

Sampel yang Dikumpulkan : karangan

Nama Peserta didik : Emery Kelas

: _____

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	
1.	Menulis karangan deskriptif	30/7					
		10/8					
	 dst					
2.	Membuat Resensi Buku	1/9					
		30/9					
	 dst					

d. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Keaslian Penulisan	Sangat original	5	4	
		Original	4	3	
		Cukup original	3	2	
		Kurang memahami	Hampir tidak Original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	5	4	
		Isi sesuai dengan judul	4	3	
		Isi cukup sesuai dengan judul	3	2	
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat	5	4	
		Keruntutan teks tepat	4	3	
		Keruntutan teks cukup tepat	3	2	
		Keruntutan teks kurang tepat	Isi hampir tidak	2	1

		Keruntutan teks tidak tepat	sesuai dengan judul	1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2

		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hampir tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

e. Penilaian Kemampuan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna	5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3

		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan	1	
		Terlalu banyak kesalahan dan mengganggu makna			2
			1		
2	Intonasi (intonation)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu	Hampir semua salah dan	2	1

		makna	mengganggu		
		Terlalu banyak kesalahan dan mengganggu makna	makna	1	
3	Kelancaran (<i>fluency</i>)	Sangat lancar		5	4
		Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (<i>accuracy</i>)	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100

2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

**Mengetahui,
Kepala Sekolah**

**Bandar Lampung, Juli 2021
Guru Mata Pelajaran**

Iwan Sutanto, M.Pd.

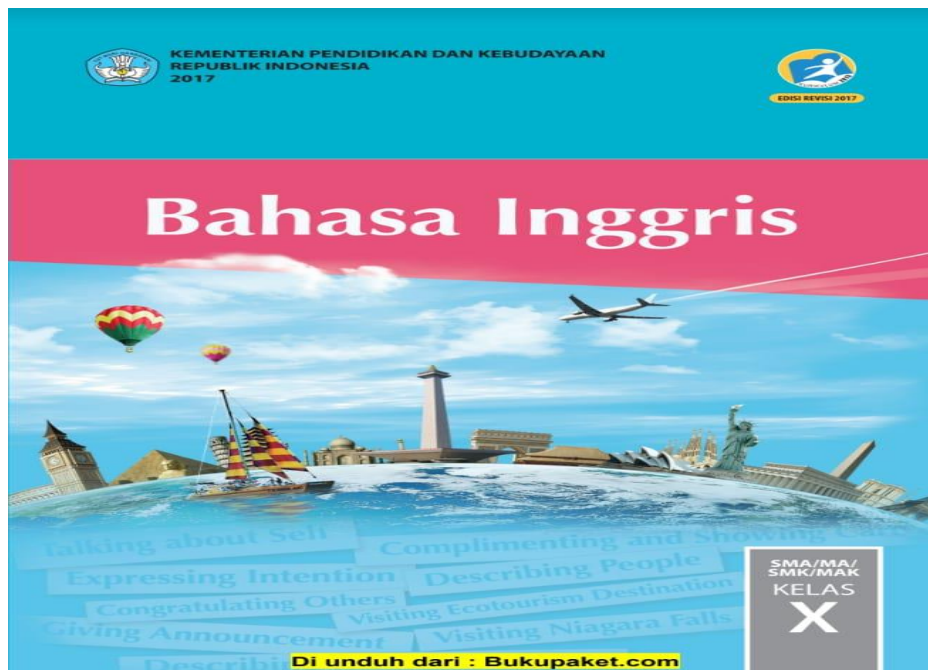
Melati Dwi Anda Syaputri, M.Pd.

Catatan Kepala Sekolah

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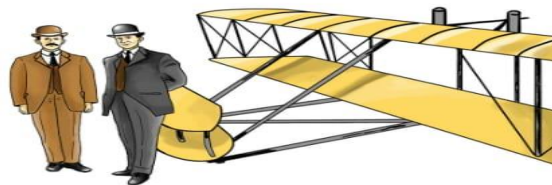


Textbook



Chapter 7

The Wright Brothers



Source: Dokumen Kemdikbud
Picture 7.1

Tujuan Pembelajaran:

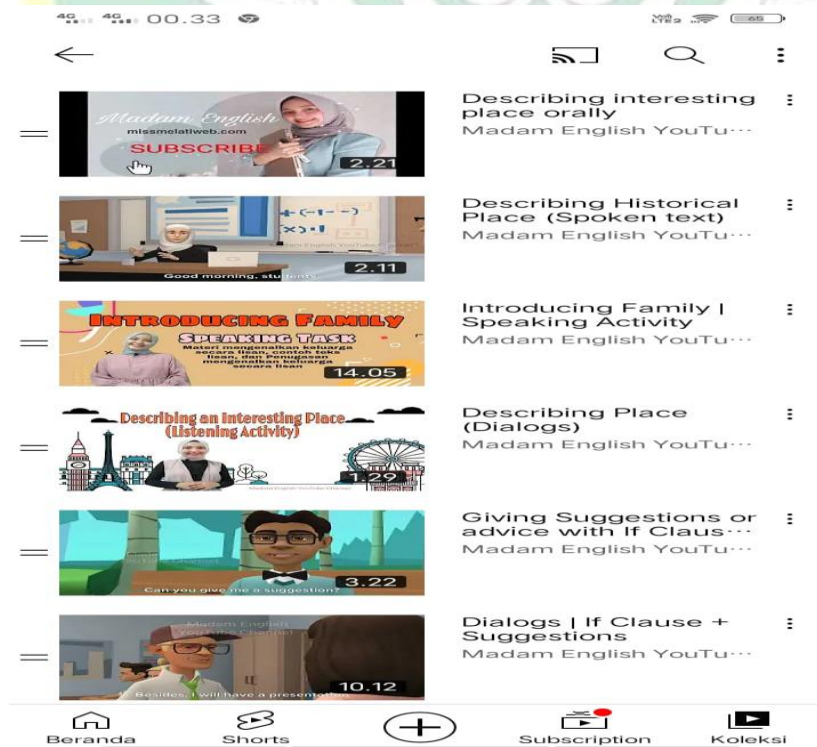
Setelah mempelajari Bab 7, siswa diharapkan mampu:

1. Menjelaskan makna, fungsi sosial, struktur teks, dan unsur kebahasaan (*simple past tense* vs *present perfect tense*) pada pernyataan dan pertanyaan tentang kejadian yang terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya.
2. Meminta informasi tentang kejadian yang terjadi di waktu lampau yang merujuk pada waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya.
3. Memberi informasi tentang kejadian yang terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya sesuai dengan konteks penggunaan.

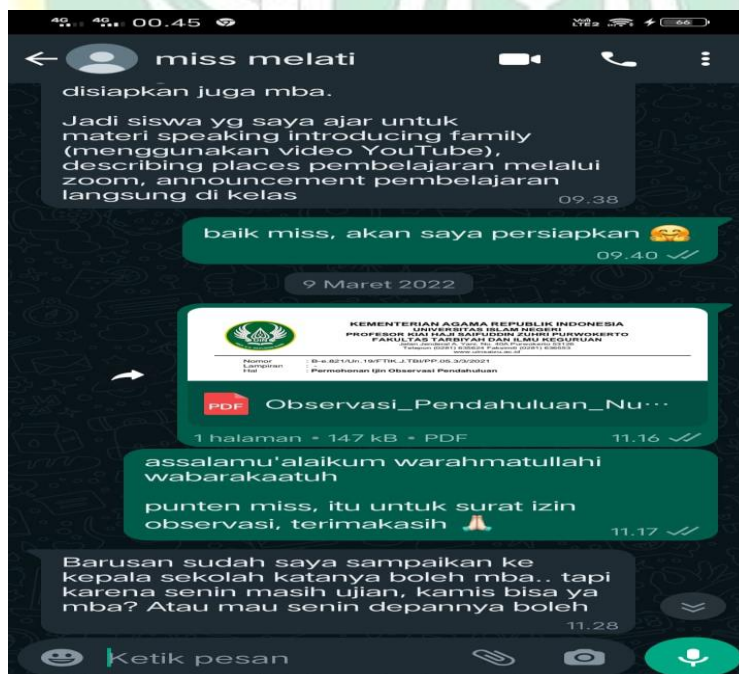
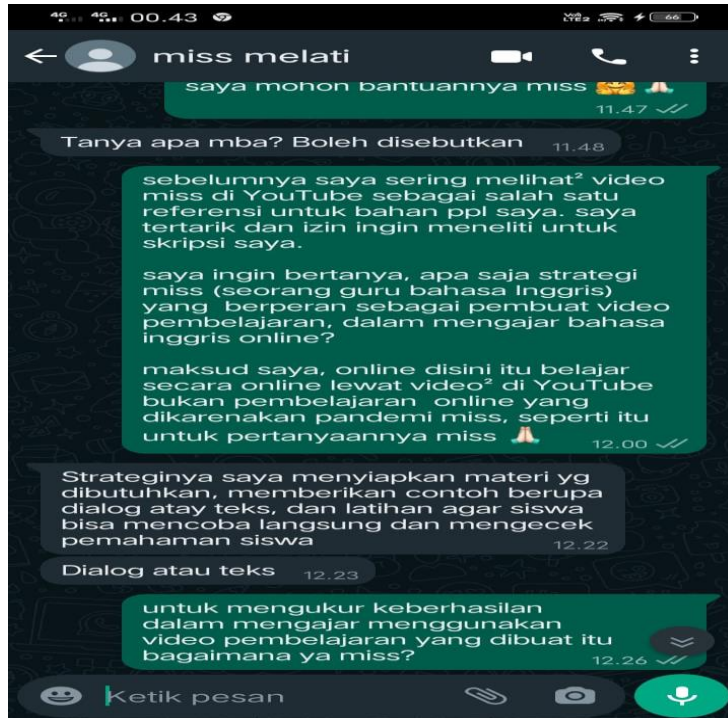
YouTube Channel Screenshot



Learning videos screenshot



Chat WhatsApp Screenshot



Google form screenshot

00.56

drive.google.com/drive/u

question for teacher

Bagian Tanpa Judul

1. Why did you choose to be a youtuber?(kenapa anda memilih menjadi seorang youtuber?) *

2. Since when have you used youtube as a learning medium? (sejak kapan anda menggunakan youtube sebagai media pembelajaran?) *

3. Why did you choose youtube as a learning medium?(kenapa anda memilih youtube sebagai media pembelajaran?) *

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question for teacher

Form Penelitian Skripsi

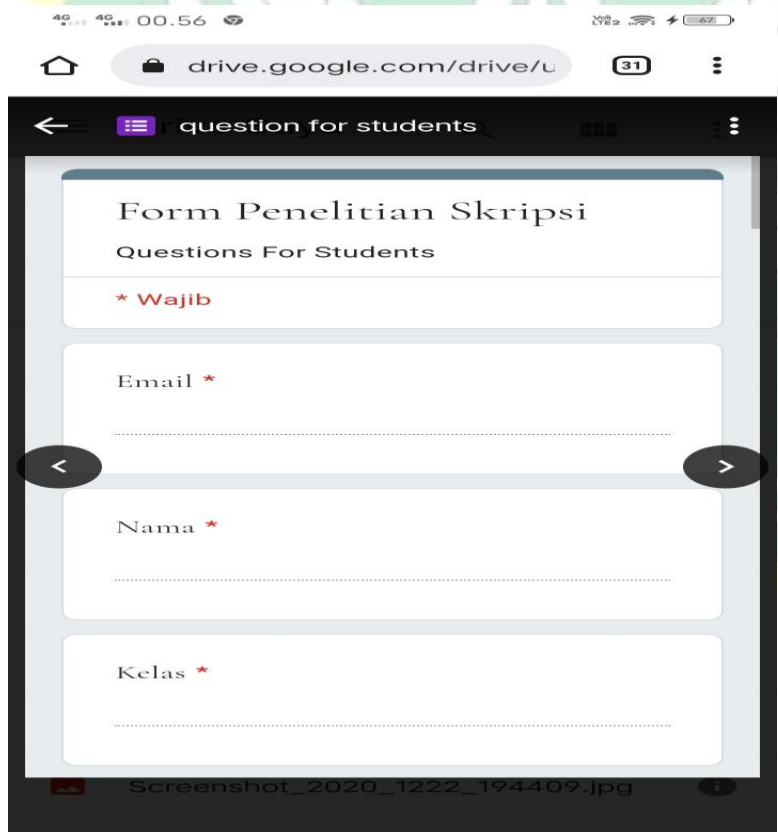
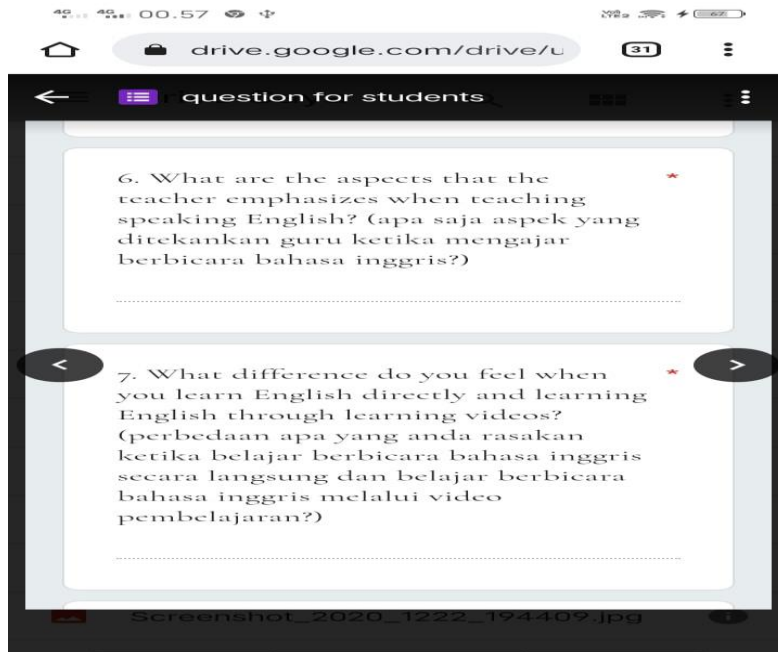
Questions For Teacher

* Wajib

Email *

Nama *

Alamat *



Documentation of online learning process

