

**AN IMPLEMENTATION OF MIXING YOUTUBE VIDEO AND
WHATSAPP IN ENGLISH TEACHING AT SMP N 1 PEDAN, KLATEN
IN 2021/2022 ACADEMIC YEAR**

THESIS

Submitted as Partial Requirement for Writing for Thesis



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Wassalamu'alaikum wa rahmatullahi wa barakaatuh

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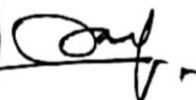
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DEDICATION

This thesis is dedicated to:

1. Allah SWT
2. My parents as my support system
3. Me, myself who has survived until this time
4. All of my best friends which I can not mention one by one
5. My almamater UIN Raden Mas Said Surakarta
6. All parties who have been involved in the process of making this thesis

MOTTO

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

- Christian D. Larson

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled is *an Implementation of Mixing YouTube Video and Whats.App in English Teaching at SMP N 1 Pedan, Klaten in 2021/2022 Academic Year* is my real masterpiece. The things out of my masterpiece in this thesis are signed by citations and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

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Alhamdulillah, all praises be to Allah SWT, the single power, the ruler of the universe, the lord of the day of judgment, God all mighty, for all the blessings and mercies so the researcher was able to complete this thesis entitled “an Implementation of Mixing YouTube Video and WhatsApp in English Teaching at SMP N 1 Pedan, Klaten in 2021/2022 Academic Year”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in in general.

Sukoharjo, 6 December 2022

The Researcher,



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ABSTRACT

Lutfi Aulia Amaradani. 2022. **an Implementation of Mixing YouTube Video and WhatsApp in English Teaching at SMP N 1 Pedan in 2021/2022 Academic Year** Thesis English Language Education, Cultures and Languages Faculty.

Advisor : Habibi Nur Hidayanto, M.Pd.

Keyword : Online Media, YouTube, WhatsApp, English Teaching

During the online learning is encouraged by the government, teachers are required to change the teaching methods system. Teaching media is one of the important thing to support the online learning process since that is the main way of communication to deliver the material between teachers and students. Teachers can combine and utilize two applications at once to be able to deliver the material more optimally. This research aims to analyze the implementation of mixing YouTube video and WhatsApp in English teaching at SMP N 1 Pedan, Klaten in 2021/2022 academic year.

This research used descriptive qualitative design. The participants of this research are 1 English teacher and the ninth grade students of SMP N 1 Pedan that consist of 32 students. The data collection of this research are observation, interview and documentation. The data were analyzed using collecting data, data reduction, display data and drawing conclusion used theory by Miles and Huberman.

The result showed that the process of English online learning in 9A class at SMP N 1 Pedan used YouTube video and WhatsApp as media to deliver the material. YouTube as a platform that provide students material in the videos form. While WhatsApp plays role to be a platform for students to communicate with others and as a place where the teacher distribute the YouTube video material. In its implementation by mixing online learning media, the material could be efficiently distributed, accessible and able to support the teaching process during online learning, but there were still some problems were found by the teacher and students. Teacher encountered several obstacles such as lots of students were passive, students tend to be late in submitting the assignments and teacher could not monitor and assisted the students learning. While the students also had a lot of problems that more likely in communication such as, students could not do an interactive communication, students were easy to get distractions, consumed a lot of phone memory and difficult of comprehending the material. Learning therefore involves more than just only providing video material, letting students review the material independently, and having them complete assignments. Teacher must provide learning assistance and keep encourage the students to be active by starting a discussion of the material. Teacher need to explore some features in the learning media to minimize a few problems and maximize the features in it.

CHAPTER I

INTRODUCTION

A. Background of Study

In this era, the developing technology in the field of information is greatly utilized in the world of education. Using the Internet in education has a positive influence on the learning and teaching process, particularly in classes (Rice et al. 2011). Technology is getting more sophisticated along with the development of platforms and tools that can be used as learning media and make the learning process to be more effective. This technology development tends to make the students to be more interested in learning with the new various method and media by adjusting their preferences.

Learning English become easier because it is conceivable to use internet to support educational, we can adapt it to media or methods we are interested in along with the internet technology development. The objective of English subject is to acquire abilities (competence) to communicate in English (Hari, 2004) ease communication skills include listening, speaking, reading and writing, in addition to mastery of the English elements needed to support communication skills, both verbally and written. The use of media in high school English classes will encourage students to engage in more learning exercises, as well as other activities like observing, doing, demonstrating, and many more (Afsyah, 2019). The purpose of using media in teaching is it can be used to assist students in their studies, thereby

improving the effectiveness and efficiency of the teaching and learning process (Sanjaya et al, 2018). In this online learning situation, teacher expected to create a new and innovative learning media for students. The selection of social platforms as learning media as much as possible in the form of applications that are easy to operate and can be reached by all levels of school.

Furthermore, the role of internet and technology become very important since the Covid-19 began to enter Indonesia as said by the expert team from the Faculty of Public Health, University of Indonesia (FKM UI) predicted that the Corona virus had entered Indonesia since the 3rd week of January 2020 (detikNews.com). The field of education become one of the big problems that need to be highlighted, from learning that is usually conventional face-to-face must be transferred to online learning which is done in line with the rules of the Minister of Education and Culture of the Republic of Indonesia through Permendikbud No. 4 The year 2020 provides a policy on learning sequences in emergencies the spread of Covid-19. Learning programs at schools are moved to online at their respective homes as a result of the government decree; these attempts are made to ensure that learning continues even though it is performed online (Maully, 2020).

Related to the implementation of online learning, it will impact on several aspect of the learning process itself. Online learning process does not only affect students' desire to only learn, but also influences the ability of teachers who are most important in using learning methods and tools

(Rusdiana, 2020). Internet users are predicted continue to increase in line with the Covid-19 pandemic, which requires the implementation of Work From Home (WFH) and online learning. In this regard, the materials for learning and learning resources are mostly in online form. Online learning resources are obtained from various materials developed through the Internet in the form of websites, text, audio, visuals, multimedia, and videos that are stored digitally through websites or web blogs that can be accessed anytime and anywhere (Yaumi, 2018:208).

HootSuite (We Are Social) is a content management program that provides online media services that connects multiple social networking sites, based on that site in Indonesian digital report 2020 shows if YouTube is in first place with a percentage of 88% as the most frequently accessed social media in Indonesia, followed by WhatsApp at 84%. YouTube and WhatsApp are social media that has been widely known and used by people. YouTube, which is originally used only as a medium for entertainment, is now increasingly becoming a tool in the world of education. YouTube has a variety of videos uploaded by users that can be used as sources, materials and educational media or learning media that can be used by anyone as an alternative medium in finding and helping to find the needed resources (Itiarani, 2019). Meanwhile, WhatsApp is an application for instant messaging, and allows us to exchange pictures, videos, photos, voice messages, and can be used to share information and discussions (Larasati et

al, 2013). Both of YouTube and WhatsApp can be utilized as media to support learning process.

The use of YouTube as learning media has researched by Wael Abdulrahman Almurashi (2016) in the journal entitled the Effective Use of YouTube Videos for Teaching English Language in Classrooms as Supplementary Material at Taibah University in Alula. According to the findings, YouTube may be a useful tool for incorporating English lessons and can also aid comprehension. It was discovered that using YouTube to help students understand their English lessons, enhance their results, and advance their understanding of English can be extremely beneficial.

In the results of the pre-research carried out on March 8th 2021 at SMPN 1 Pedan, it turned out that the English teacher was also utilizing the use of YouTube videos and WhatsApp as media for English Teaching. Mr Sajadi as the English teacher have tried some of electronic media to be used as an intermediary for teaching English such as Zoom, but the learning became not too effective because it spent a lot of internet data, needed a high stable network and lot of troubles occurred.

After did a trial and error to figure out the proper learning media, Mr. Sajadi determined YouTube and WhatsApp to be used as the learning media for teaching English. YouTube was chosen because YouTube is accessible for everyone and followed by an attractive visual video and audio display so that students more interested. The choice of WhatsApp is also taken into account because all students and teachers already have

WhatsApp, and WhatsApp itself has features that are complete enough to be used as a learning tool to make the discussion run freely, easily and does not cost internet data too much.

Based on the pre-research result and by seeing the current online learning trends, researcher is interested in knowing how the use of online learning media during the teaching and learning process, this study will analyze the implementation of mixing online learning media in the English learning process for grade 9 junior high school students by focus on the analysis about the learning process goes and the obstacles faced by teacher and students in using YouTube Video and WhatsApp. Researcher is interested in researching this topic because prior to online learning, students were often given material in the form of learning videos and as a result, students prefer learning through in the form of video.

In this regard, teacher remains to use essentially the same teaching techniques, however this time, learning is constantly occurring online and in different situations. The purpose of the study is to determine whether learning with YouTube video media that was done both offline and online produced the same outcomes and what problems were experienced. The researcher will examine the research more deeply in a study entitled "AN IMPLEMENTATION OF MIXING YOUTUBE VIDEO AND WHATSAPP IN ENGLISH TEACHING AT SMP N 1 PEDAN IN 2021/2022 ACADEMIC YEAR".

B. Identification of the Problem

Based on the observation and the interviews with the English teacher and the students at SMP N 1 Pedan, the researcher obtained some problems in English learning based on some factors, such as;

1. The students are difficult to learn English via online
2. The ninth grade students of SMP N 1 Pedan in understanding the material is not maximal as offline learning
3. Teacher has difficulty on monitoring students during online learning
4. Technological developments have an influence on student motivation

C. Limitation of the Problem

Based on identification of the problem, the researcher would like to limited the research on how the teacher implemented the online learning media in English online learning process and what are the challenges faced by teacher and students in using online learning media at SMP N 1 Pedan in 2021/2022 academic year and focus on asynchronous learning. The researcher limited the research on English subject in ninth-grade students of 9A that consist of 32 students.

D. Formulation of the Problems

Analyzing of the use and obstacles of online learning video and WhatsApp group is the main problem of this research. Based on the problem background study above, the researcher formulated the formulation of the problem by this following questions :

1. How is the implementation of mixing YouTube and WhatsApp in English teaching at SMP N 1 Pedan in 2021/2022 academic year?
2. What are the challenges faced by teacher and students in the implementation of mixing YouTube and WhatsApp in English teaching at SMP N 1 Pedan in 2021/2022 academic year?

E. Objective of the Study

Based on the research problem above, the purpose of this research is as follows:

1. To describe on how the teacher's process in mixing YouTube and WhatsApp in English teaching at SMP N 1 Pedan in 2021/2022 academic year.
2. To find out what challenges faced by teacher and students in mixing YouTube and WhatsApp in English teaching at SMP N 1 Pedan in 2021/2022 academic year.

F. Significance of the Study

1. Theoretical

The researcher hopes with this study it can contribute or give benefits and insight to social for developing education learning by utilizing the current technological and communication developments. Furthermore, as a reference on mixing some medias and technology for teaching in order to maximize both features in the media .

2. Practical

a. English Teacher

As an information for teachers related to learning carried out using online learning media on how to mixing some digital platforms to improve the learning system and process for students so that the material is delivered optimally.

b. Students

For getting know or acknowledge the important of using internet as a media for learning and using it by mixing the media in order to get all the features from both of the media maximally. Students are expected to be more exploring their knowledge and information in order to maximize the use of the features that exist on YouTube and WhatsAp.

c. Other Researcher

The result of this study expected to be used as consideration preview for the next researchers in doing the same field of the study.

G. Definition of Key Terms

1. E-Learning

Electronic Learning (E-Learning) is a learning activity that utilizes networks (Internet, LAN, WAN) as a method of delivery, interaction, and facilitation that supported by various other forms of learning services (Adawi, 2008).

2. Learning Media

Learning media can be described as a physical or non-physical medium used by a teacher to transfer material to students in a more effective and timely way (Musfiqon, 2012).

3. Teaching

Teaching is a two-way communication mechanism between teachers and students, and it involves a learning approach that makes learning engaging (Wicaksono et al, 2015).

4. YouTube

YouTube is a social media platform that allows users to upload videos to the internet. Inside of YouTube, there are various types of videos that are stored in online storage in the form of the YouTube platform, allowing users to view and access the video from anywhere as long as they have internet access (Tutiasri et.al, 2020).

5. WhatsApp

WhatsApp is a free messaging app that works on a multitude of platforms, including iPhones and Android phones, and it is frequently used by students to send multimedia messages such as images, videos, and audios, as well as plain text messages. (Noer Intan, 2018).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. E-Learning

a. Definition of E-Learning

E-learning is a method of delivering learning materials to anyone, anywhere, and at any time through the use of multiple technologies in an open, flexible, an networked learning environment (Khan, 2005:22). E-learning provides students a learning material that can be accessed at any location and time, they can be supplemented with a variety of learning resources, especially multimedia.

E-learning is a shorthand for electronic learning, which refers to learning that takes place on a computer or through the use of electronic devices (Sakkir et al, 2021). E-Learning is a learning process involves the use of equipment electronics in creating, foster development, convey, assess and facilitate a learning process teaching where the learner is center as well as carried out interactively anytime and anywhere (Setiawardhani, 2013) . Sangrà et al (2012) elaborate that,

"E-learning is an approach to teaching and learning, representing all or part of the educational model applied, that is based on the use of electronic media and devices as tools for improving access to training,

communication and interaction and that facilitates the adoption of new ways of understanding and developing learning."

From the theory above, it can be concluded that E-Learning is a process of transferring knowledge and material which in the learning process requires an internet network, the learning can be done in anywhere without requiring the teacher and students to interact directly in a place.

b. Strategies of Using E-learning

The E-Learning strategy involves four stages, namely analysis, planning, implementation and evaluation (Hartanto, 2016:141) :

1) Analysis

The considerations that must be analyzed include the students needs in light of the current situation and the ability of E-Learning to have a positive effect. In addition to students need, the organizational infrastructure must be analyzed in order to implement the use of e-learning.

2) Planning

There are several areas of preparation that must be reviewed, such as networks, learning management systems, materials, and management management.

3) Implementation

This stage requires good project management expertise to

ensure coordination and execution of work according to plan and does not deviate from goals and strategies.

4) Evaluation

After implementing the E-learning plan, then evaluate the progress and the effectiveness of the program

The core content remains largely unchanged when designing or adapting online learning, though its presentation requires new techniques and additional planning time. The following are some ideas for preparing and organizing an e-learning course (Baporikar, 2015:29) :

- 1) Begin the course planning process by reviewing the results of distance education studies.
- 2) Search and review current materials for content and presentation ideas before creating anything new.
- 3) Before choosing a combination of instructional technology, analyze and consider the strengths and disadvantages of the various delivery systems available to you (e.g., audio, video, data, and print) not just in terms of how they are presented, but also in terms of learner needs and course requirements.
- 4) Both teachers and students need hands-on experience with the delivery technology. Consider holding a pre-class session where the class meets informally using the delivery technology

and learns about the roles and responsibilities of technical support members.

- 5) Initiate a serious conversation at the start of class to establish rules, guidelines, and standards. Once guidelines have been developed, follow them consistently.
- 6) Ensure that each site has adequate functional and accessible equipment.
- 7) If course materials are sent via mail, make sure they arrive well before the start of class. Consider attaching the syllabus, handouts, and other readings before distributing them to help students stay organized
- 8) Start with a small number of sites and participants to begin with, as the logistical challenges increase with each additional location.

The content presented in an E-Learning framework must facilitate the delivery of accurate information, paying close attention to the teaching and learning strategies used; pay close attention to the methodology of measuring student progress and storing data on student progress. In addition, before starting the lesson the teacher can provide or ask the students about what material that going to be learnt next time, this tips helps students to learn at glance about the material to be learnt.

c. E-Learning Models

E-learning can be classified into three categories (Haughey and Anderson, 1998):

1) Web Course

This model is referred as distance learning, students and teachers fully learn using the internet and face-to-face learning is not required. All of the learning discussion, teaching materials, exercise assignments and learning activities are delivered by internet.

2) Web Centric Course

Web centric course is an internet-based course that uses or combines distance learning and face-to-face learning; its functions are complementary. In this model, the teacher gives students instructions on how to study material via the web that teacher has created. Students are often led to other websites where they can find additional resources. Meanwhile, in the face-to-face section students and teachers do more discussions about the findings of material that has been studied through the internet

3) Web Enhanced Course

In this model, the internet is used to contribute in the enhancement of classroom learning quality. The internet's purpose is to provide enrichment and collaboration between students and teachers, peers, community members, and students with other sources. In this case, the teachers must master the techniques of

searching for knowledge on the internet, directing students to search and find sites that are important to learning materials, and presenting content that is interesting and of interest via the internet.

From the theory above, there are some kind of E-Learning models, the teachers are expected to be able to find the the appropriate E- Learning model based on the students' conditions and requirements. The appropriate learning model and program will give a significant outcomes to the students.

d. Requirements for E-Learning

In online learning, this is considerably different from conventional learning. There must be several things that must be prepared. There are several key priorities for distance learning, such as (Sumiati, 2020):

- 1) Presentation of learners' learning time is devoted to teaching and learning activities.
- 2) Student task performance behavior that is above average.
- 3) In the context of learning success orientation, prioritizing the accuracy of learning materials and the abilities of students.
- 4) Create a conducive and positive learning environment
- 5) Create a class structure that includes averaging behavior points while not totally ignoring learning atmosphere points.
- 6) There are several characteristics of effective learning, including:

- a) Students are able to accomplish the learning goals that have been set
- b) Involving students in developing of engaging learning opportunities to succeed in the achievement of learning goals.
- c) Teaching and learning processes are supported by facilities.

e. Advantages of E-Learning

Some of the logical consequences that occur in using e-learning include (Mustakim, 2020):

- 1) Students can easily access learning material anywhere without being limited to place and time restrictions
- 2) Students can easily learn and discuss with experts or experts in their field of interest
- 3) Learning materials can even be easily taken in various parts of the world without depending on where students learn. These various opportunities still face challenges in terms of costs, readiness of information technology infrastructure, society, and regulations that support the continuity of e-learning.

f. Disadvantages of E-Learning

Online learning is still a human creation with weaknesses. Nursalam (2008:140) revealed some of disadvantages of online learning, include the following :

- 1) Lack of interaction or comunication between the teacher and students, or even between the students and students.

- 2) These trends may disregard social or academic considerations in favor of the expansion of commercial or business aspects
- 3) The learning and teaching process enhances training over education
- 4) Teachers' roles have changed, and they are now expected to be knowledgeable about ICT-based learning (information, communication, and technology) techniques in addition to conventional learning methods
- 5) Internet access is not available everywhere (maybe this is related to problems with the availability of electricity, telephones, or computers)
- 6) There are insufficient human resources who master the internet
- 7) A lack of proficiency of computer languages
- 8) For students, simply having a sufficient number of computers can be a problem for them
- 9) Inadequate equipment can be frustrated students if it restricts them from accessing graphics, iamges, and videos
- 10) Students can feel isolated

2. Learning Media

a. Definition

Learning media is a tool, medium, intermediary, and liaison to spread, carry or convey messages and ideas, so as to stimulate students' thoughts, feelings, actions, interests and attention in such a way that the teaching and learning process occurs in students (Ani Cahyadi, 2019:3). It can be concluded that learning media is intermediary to convey and facilitate between students and teacher in teaching learning process. This is as stated by Munadi (2013:7) that learning media refers to anything that can deliver or relay a message from a specified source in order to create an atmosphere that is conducive to efficient and successful teaching and learning.

Meanwhile, the word "online learning media" refers to a medium that is used to facilitate learning activities by providing content through an Internet connection. Online learning media have various types, for example such as android applications, web-based multimedia and blogs, and also online question banks (Wulandari, 2014). Learning media is everything that may be utilized to convey messages from senders to recipients in order to stimulate students' thoughts, feelings, interests, and attention in such a way that the learning process takes place (Sadiman et al, 2006).

Based on the opinions of the experts above, it can be concluded that learning media is everything related conveying materials between teachers and students in order to achieve learning objectives.

b. Kind of Learning Media

Cecep Kusnadi and Bambang Sutjipto (2011:73) in Wulandari (2014) divides the types of learning media based on the characteristics, nature of the media, whether seen from the form, usage technique, or ability :

- 1) Based on the nature or type, the media are grouped as follows:
 - a) The group of media that can only be heard or media that rely on sound capabilities, are called auditive media, for example radio and audio media or tape recorders.
 - b) Media groups that only rely on the sense of sight are called visual media, for example images, photos, slides, cartoons, models, and so on.
 - c) The group of media that can be heard and seen is called audio-visual media, such as sound, film, video, and filmstrips.
- 2) Learning media from the technique of use, the media can be grouped as follows:
 - a) Electronic media or media that can only be used with the help of electronic devices, such as over head projectors, slide projectors, televisions, and radios

- b) Non-electronic media are media that can be used without the help of electronic devices, such as graphic media groups, models and charts.
- 3) Learning media seen from its ability are divided into :
- a) Media that has reach and simultaneously, such as radio and television. The use of this media is not limited to places and rooms.
 - b) Media that has a limited reach, such as OHPs, sound slides, and slide films. Utilization of this kind of media requires a special place and arrangement.
 - c) Media that are used individually, such as programmed learning models and computer learning

Meanwhile, in keeping with the times and technology, several social media platforms are commonly used as learning intermediaries. Following are social media platforms classified by purpose and function from many sources (Handayani, 2019):

1) Social networking sites

Facebook is a social networking website where users create profiles, share information about themselves such as photos and quotes, and react to or connect to information posted by others.

Examples: Facebook

The Facebook features that can be used as learning media are:

- a) Facebook wall, this feature can be used as an information board.
- b) Facebook fan page, a Facebook fan page is a special page, similar to a blog, that provides information that varies depending on the owner's wishes, ranging from the business, education, facilities, physical items, artists, communities, and many other topics.
- c) Facebook Messenger is a feature that allows you to communicate with other Facebook users directly.
- d) Facebook group, this feature can be used to build a Facebook group for a student community
- e) Facebook share, this feature allows you to share content on Facebook (short writing, links, images, videos and etc)

2) Media sharing sites

A user's digital images or videos are released, allowing them to be shared with others publicly or privately.

Examples: - Video sharing : YouTube, Vimeo, and Periscope

- Photos Sharing : Instagram, Flickr, Snapchat and Pinterest

3) Creation and publishing tools

On a personal website, you can keep track of your thoughts, stories, blogs, and links to other websites.

Examples: Wordpress and Blogger.

4) Internet messaging

It is a set of communication technologies that enable two or more people to communicate using text over the Internet or other types of networks.

Examples: WhatsApp, Line, Skype, Facebook Messenger

5) Collaboration

Collaboration software, also known as collaborative software, online collaboration software, and groupware, is a form of collaboration software. Collaboration software allows multiple users and/or systems to share, process, and handle files, documents, and other data type.

Examples: Wikipedia, Edmodo, GoogleDoc, Slide share and DropBox

c. Selection of Learning Media

The use of learning media in online learning must be adapted to the specific and situations of the students. As a result, the proper method for selecting media types must be followed since different types of media have different advantages and disadvantages. There are five steps in selecting learning media (Azhiimah et al, 2021), namely :

1) Information or learning

The use of media must be decided whether it is for knowledge or for learning. Media used for knowledge purposes are not required to test the ability or skills to receive information, whereas media used for learning require assessment.

2) Message transmission

In addition, when deciding message transmission, learning media must allow for interaction between teachers and students.

3) Characteristics of lessons

It is important to examine the learning goals in the characteristics of the lesson to see if the learning objectives are found in the cognitive, affective, or psychomotor domains because each all of these target domains needs different learning media. It can be achieved in the media classification step by classifying the media according to their unique characteristics.

4) Media classification

Selection of media classification for learning facilities can be adjusted to the condition of the student, type of material, learning style, facilities and others. Audio, video, and audio visual media are the most common types of media.

5) Characteristics of each media

The final step is to evaluate each media's characteristics by analyzing the benefits and disadvantages of each current medium.

d. YouTube

1) Definition of Youtube

YouTube is the most popular video database on the internet, and is a video site that provides various information in the form of

moving and reliable images (Samosir et.al, 2018). YouTube is a video sharing social media platform that allows users to upload and watch videos for free, on YouTube the videos that are loaded can have a long or short duration so they are very free and optional, depending on the wishes of the content creator himself (Tutiasri et.al, 2020). It can be concluded that YouTube is web that contain some videos that the people can share the video with other people.

2) Characteristics of YouTube

As we know, YouTube is one of the social applications with the most users. YouTube has many advantages, characteristics and features that attract various groups of people to use it. There are various characteristics of YouTube (Faiqah et al, 2016):

a) There is no duration limit for uploading videos

This is what distinguishes YouTube from several other applications that have a minimum duration limit, such as Instagram, Snapchat, and so on.

b) An accurate starting security system

YouTube limits its security by not allowing videos that are illegal, illegal, and will provide confirmation questions before uploading videos.

c) Paid

Currently, as it is going viral everywhere, YouTube provides an offer for anyone who uploads their video to

YouTube and gets a minimum of 1000 viewers or subscribers, they will be given an honorarium.

d) Offline system

YouTube has a new feature for users to watch videos, namely the offline system. This system makes it easy for users to watch the video offline, but before that the video must be downloaded first.

e) A simple editor is available

In the initial menu to upload a video, users will be offered to edit the video first. The menu offered is to cut the video, filter colors, or add to the effect of moving the video.

3) YouTube as Teaching Medium

YouTube is one of the most widely used platforms for sharing course material because of its use because of its easy access and makes learning more interesting. Videos on YouTube merge visual context with spoken words, giving students a clearer understanding and allowing them to remember events for longer (Khalid and Kabilan, 2012). The use of YouTube as a learning medium makes students understand easily with the learning material. YouTube has several advantages as a learning medium, namely (Sari and Margana, 2019):

- a) The students can use their ideas to design a topic to be explored in their creations, which can be any discussion based on their

interests and skills, in order to make the discussion topic as appealing as possible.

- b) Through considering and studying the subject of discussion, students are expected to demonstrate critical thinking while debating topics that will be generated based on experience.
- c) Students must comprehend the steps involved in developing a strong and efficient communication that is both relevant and consistent with the current discussion.
- d) Students can develop their ingenuity, sharpen their critical thinking, and work together to solve problems, with the goal of not only producing goods as an output of language learning, but also seeing the process as a critical and crucial aspect of language learning.
- e) Students are more likely to have experience collaborating and interacting with others in order to face the world of work in the future, especially if they use technology and social media skills that enable them to collaborate and interact with international groups.

4) Techniques of Using Video for Teaching

Utilizing YouTube Video as media for English learning can be applied in several techniques. There are some techniques using video as a media means and the uses (Kamelia, 2019:35) :

a) Fast Forward

This technique by showing videos to students by playing them for a few seconds before moving on to the next one. These activities must be done again and again until the video is completed. The teacher then asks students to share what they learned from the video. In this case, students can conclude what is being discussed.

b) Silent Viewing

The video can be played without sound by the teacher. Videos are only served in secret, with no information provided. Students' ability to anticipate information is required in this situation.

c) Partial Viewing

Partially viewing a video can also support students' curiosity by allowing them to see portions of the video and predict what information they will gather.

d) Active Viewing

Active Viewing means to enhance student enjoyment and satisfaction. It focuses their attention on the main ideas of video presentations. Before beginning the presentation, the teacher asks several key questions about the content to give the students a general idea of what will be covered. Students can either answer questions verbally after seeing

them or take notes while watching them. Students are given a guide sheet or viewing guide and told to watch and listen to specific details or specific languages in order to gain a better understanding.

e) Pictureless Listening

In this activity, students are guided to listen to the information in the video first. Students, on the other hand, are not allowed to see the pictures in the video until they can guess and share what they learn.

f) Freezing Framing and Prediction

Freezing Framing is stopping the image on the screen by pressing the silent button or pause. Students can learn more about a character's body language, facial expressions, emotions, reactions, and responses by watching videos. This activity also engages the imagination by requiring participants to predict and infer additional information about the characters.

g) Silent Viewing

When a video segment is played with no sound and only images, it is known as silent viewing. It encourages critical thinking and the development of anticipatory skills. When students watch the video for the first time, it can also be used as a prediction technique. Students can use their

deduction skills to observe the character's actions. Finally, video segments with sound are replayed for students.

h) Sound on and Vision off Activity

Students can only hear the dialogue and cannot see the action due to the blurring of the image. Students predict or reconstruct what happened visually purely based on what they hear in this activity.

i) Reproduction Activity

Reproduction Activity means after students see the part, Students must either repeat what was said, describe what occurred, or write or retell what occurred. Students are encouraged to put their knowledge to the test in this activity.

j) Repetition and Role-Play

Students are asked to recreate the scene as closely as possible using the original version. Role-playing is a great way to practice communication skills and prepare for real-life situations. This allows students to apply what they've learned in the classroom to real-life situations. Students will gain a better understanding of their own behavior and will be better able to respond positively as a result of the activity.

k) Dubbing Activity

After watching the episode video sound-off, students are asked to fill in the missing dialogue. When students have

the necessary language skills, they can participate in this activity.

1) Follow-Up Activity

The term "follow-up activity" refers to how important it is for a video presentation to lead to follow-up activities as a foundation for additional oral practice. Students may become more communicative as a result of the discussion. Students will be able to practice sharing and cooperating skills.

5) YouTube for English Teaching

The use of YouTube as a medium for learning English has been used frequently. Moreover, on YouTube, there are many videos in English such as English songs, videos, short films, English learning channels and much more. Many of teachers use videos from YouTube as learning materials in teaching activity.

Using YouTube both inside or on the outside of the classroom can help students in their speaking, listening, and also pronunciation (Watkins and Wilkins, 2011) :

- a) YouTube videos can be used as realia in cultural lessons and to improve exposure to World Englishes
- b) Encourage the acquisition of authentic vocabulary
- c) YouTube videos can be used to structure reading and writing activities

- d) In-class lessons and activities, as well as homework and projects requiring the use of online streaming videos, will be described in detail

Then, according to Riswandi (2016), using YouTube videos will help students improve their speaking skills while also motivating them to learn more about English. Here are the benefits of using YouTube for English Teaching :

- a) Students can obtain information more quickly and feel more confident in dealing with the lesson because they rely on both their speaking and comprehension skills
- b) Watching videos unconsciously aids students in automatic grammar learning
- c) The students achieved a great deal from the input provided by the speakers in YouTube-based videos, who are mostly native English speakers, and the more students who watch the video, the easier it is for them to practice their speaking, allowing them to improve their fluency in speaking.
- d) The video's nature, which provides both picture and audio at the same time, can facilitate students in improving their pronunciation, expanding their vocabulary, and making it easier for them to come up with ideas for sentences while speaking.

- e) Using YouTube videos can help students improve their speaking skills while also motivating them to learn more about English. The improvement is demonstrated by the students' ability to communicate as well as the grade they will receive.

6) The Weaknesses of YouTube

Even though it has many advantages that support as a medium for online learning, YouTube still has some negative weaknesses that must be considered. Here are some negative things to watch out for in using YouTube (Faiqah et al. 2016):

- a) There are still a lot of negative content such as pornography and videos that contain sara/racism elements.
- b) Sometimes there are many comments with offensive and disrespectful language in the video comments column, if the child is not accompanied they will be afraid they will imitate the offensive language contained in the video comment column
- c) There are people who upload videos with uneducative content and are likely to have a bad influence if they are not properly filtered
- d) Become a means of cyberbullying

- e) Instant attitude, the process of searching for data or information on YouTube seems easy so that if it is not controlled or encouraged, it will create an instant attitude both for students and for teachers.

e. WhatsApp

1) Definition of WhatsApp

WhatsApp is a smartphone application for instant messaging (Mistar, 2016). WhatsApp is a free messenger application for smartphone that works across multiple platform and is being widely used by the people that uses internet to send messages, images, audios and videos (Wahyuni and Febianti, 2019). It began as a small start-up in 2009, but quickly grew to 250,000 users. It was founded by ex-Yahoo employees, namely Brian Acton and Jan Koum (Rahartri 2020). It was purchased by Facebook in 2014 and has continued to expand, with over one billion users.

2) Features in WhatsApp

WhatsApp has many features for the user, the features of WhatsApp are as follows (Wahyuni and Febianti, 2019):

a) Message

Users can send free messages to friends, family, and even people in abroad. WhatsApp sends messages over

the phone's Internet connection, saving users money on SMS fees.

b) Voice Call and Video WhatsApp

The users can have face-to-face conversations when voice or text is not enough. Users do not have to worry about expensive call charges because WhatsApp voice and video calls use the phone's Internet connection instead of cellular calling minutes.

c) Photos and Videos

With a built-in camera, WhatsApp can even capture special moments for users. Even if the users are on a slow connection, photos and videos are delivered quickly via WhatsApp.

d) Document

Users can easily share documents up to 100mb in size. Without the hassle of using email or file sharing apps, WhatsApp can send PDFs, documents, spreadsheets, slideshows, and more.

e) Group Chat

Users can exchange notes, images, and videos with up to 256 people at once using group chat. Users may also give groups names, mute or customize alerts, and do a variety of other things.

f) WhatsApp on Web and Desktop

WhatsApp is capable of facilitating conversations on the web and on desktops, use WhatsApp. All chat can be seamlessly synced to users' devices. To get started, they can either download the desktop app or go to web.WhatsApp.com.

g) End-to-end encryption End-to-end

WhatsApp allows users to share personal moments. Users' messages and calls are protected when encrypted end-to-end; only users and people who connect with users can read messages or hear calls, and no one, including WhatsApp, is in the middle.

h) Voice Message

WhatsApp users may use this function to express themselves by clicking on a voicemail item in a chat room and saying what's on their mind for sharing long stories.

3) WhatsApp for English Teaching

Teaching using WhatsApp, can also be done in two ways, namely dependent and independent conversation. There are two ways to use WhatsApp as a teaching tool for English (Kheryadi, 2018) :

a) Dependent Conversation

In the dependent conversation occurs under the guidance of the teacher, the teacher actively engages in online dialogue and the teacher guides and participates in the conversation. Since it is guided by the teacher, the interaction is formal. In this case, the teacher's role is to encourage students to write confidently, facilitate a WhatsApp community, build a discussion schedule to keep students linked online, distribute material through WhatsApp, ask students to discuss material, ask students to respond, and provide input in the form of questions or comments on students' answers.

b) Independent Conversation

In an independent conversation, the teacher creates a WhatsApp conversation that allows students to connect with one another to discuss any ideas they want to discuss without the teacher participating in the online argument and in keeping with the teacher's content. In this case, the teacher's job is to promote a WhatsApp community, encouraging students to write and share their personal feelings, and monitoring group members to see if they are engaged.

4) WhatsApp as Media for Teaching

In its development, WhatsApp has been increasingly being used as a learning media and exchanging knowledge. WhatsApp is a fun based-learning method that uses innovative teaching media to provoke students' interest and attention (Mistar,2016). Many features on WhatsApp can be utilized to support online learning, as for the type of WhatsApp content used, among others (Prajana, 2017):

- a) Chat Group, this content is used for real-time integration between teachers and students.
- b) Document Share Facility, this content is used to help study groups send documents in the form of files
- c) Camera, this content is used to divide several activities to require images taken at an activity
- d) Gallery, this content is used to share or transmit images or videos that have been previously stored.
- e) Audio or Voice Note, this content is used to share sound files.
- f) YouTube Video Box, is used to share collections and share videos on WhatsApp.
- g) Dropbox, is to share material files

This goes along with the statement by Wahyuni and Febianti (2019:46) that WhatsApp is not only a personal messaging app,

but it also has broadcasting and community messaging capabilities, making it a useful tool for educational and corporate activities among students and teachers.

It can be concluded that WhatsApp as a medium and tool during this online learning can create an easy and efficient communication for learning discussion.

5) Advantages of Using WhatsApp

Students' success in learning has a variety of positive effects, according to Kheryadi (2018), stated that students show confidence, independence (autonomy), enthusiasm, and a positive attitude toward learning English. The following are some of the positive outcomes of students using WhatsApp in classroom learning activities:

a) Confidence

Students affirm that they are happy and comfortable using WhatsApp to learn English since they can write in English using WhatsApp and are not afraid or embarrassed to use grammar and choose appropriate vocabulary. Seeing as they have friends and teachers who help them write on the WhatsApp application. In the classroom, face-to-face meeting with the teacher and friends makes some passive students do not want to ask questions or even answer questions.

b) Autonomous

As all students can learn individually with the WhatsApp program, they can become independent students. They will also practice using their language to exchange thoughts outside of class due to the lack of room and time. The teacher's role as a facilitator is essential in ensuring that students receive sufficient language exposure and instruction. Autonomous learning through WhatsApp is often thought to produce responsible students.

c) Enthusiasm

WhatsApp can also boost student motivation to learn. Because they may comment on each other and increase their interest in writing by using their language.

d) Positive attitudes towards Learning English : Love English

Students' reactions and negative attitudes toward English are mainly related to the fact that they hardly ever interact in English. Interestingly, as they have already learned using the target language in a natural setting using the platforms that they are familiar with, such as WhatsApp, they will be impressed and motivated to practice it on a regular basis.

Rosenberg (2018), through the journal also mentioned the advantages of the use of WhatsApp are as follows :

1. Ease of learning without being bound by time and space
2. Easy access
3. Provide features to create communities or group
4. WhatsApp is easy to send messages, videos, voice notes, pictures and documents
5. Compared to the other applications, WhatsApp does not waste a lot of data

6) Disadvantages of Using WhatsApp

As stated by Desi and Titin (2021), there are some disadvantages of using whatsapp as learning media :

1. The teacher is unable to detect if students actually watch the teaching materials provided or just join in giving comments
2. Only a few students actively participated in online discussions while the others are passive
3. Lack of structure. Teacher can not observe the students' activities or expressions when they offer feedback

3. English Teaching

a. Definition

According to Oxford dictionary (2008), Teaching is an activity to give somebody knowledge, lesson, skill, etc. Learning is a set of human elements, materials, facilities, equipment, and procedures that interact to achieve learning goals (Puspitarini and Hanif, 2019) The term of "English Teaching" refers to the process of imparting the English language to students who speak a variety of first languages. English is an international language and important for students to learn English and its concept.

Learning is fundamentally a process of organizing the environment around students in a way that they can grow and encourage the process (Pane and Dasopang, 2017). Based on the statements from the expert above, learning English is a purposeful and active process of acquiring English skills and knowledge.

b. Requirements for Teaching

Shulman (1987, in Ababio 2013: 42), mentioned that every trained professional teacher should have these characteristics :

1) Content Knowledge

Content knowledge can be described as the subject matter, ideas, skills or substance of what is taught.

2) General Pedagogical Knowledge

It is made up of the broad principles, approaches /strategies, methods and techniques for conveying content to learners.

3) Curriculum Knowledge

It is the information on various materials and programmes in the teacher's subject area which serve as "tools of the trade" for the teacher.

4) Knowledge of Learners and Their Characteristics

It is information on the physiological, social, demographic and mental/psychological make up of the learners which serve as one of the key determinants of successful teaching and learning.

5) Knowledge of Educational Context/Human Relations

It is information on issues such as the workings of such as the workings of a group of learners or the classroom, school organization/governance, peculiarities of local communities and cultures, etc. which impinge on the teaching-learning process.

6) Pedagogical Content Knowledge/Teacher Craft Knowledge

It is the special mix of content and pedagogy which is unique to teaching. It is the teacher's special form of professional understanding and how he/she blends content and pedagogy

to teach particular topics or problems consistent with students' interest and abilities.

7) Knowledge of Educational Ends

It provides information on cultural, philosophical and ideological issues which determine the general direction of the education system and the type of curricular that a nation should have.

c. English Curricula

According to Brown J.D (cited in Ervin Balla, 2017) traditionally, the developers of curricula have supposed that :

- 1) Students need to learn English of the native speakers of English
- 2) Educated native speakers must serve as a standard and as a model
- 3) Should be taught the American or British culture
- 4) Communicative teaching is the most productive way to learn English. Curricula developers also have supposed that students learn English because English is the key tool for global communication
- 5) English helps develop internationalism
- 6) English is important to continue studies for the higher education
- 7) English is the first language for global information

B. Condition of the Class

SMP N 1 Pedan implements curriculum-13 which was designed to provide a learning environment like universities where both students and teacher can actively participate in the teaching and learning process. Before the Covid-19 pandemic, the teaching and learning process was always carried out at class with a great feedback and interaction between teacher and students. The teacher often applied audio-visual type of learning by using YouTube video in conveying the material and did a lot of interactive discussion with students, students were actively expressing their critical thoughts. Besides that, teacher also showed motivational videos in the middle of learning and did ice-breaking to liven up the class. This type of learning had a great output for the students as they got a good score and increase their English skills.

However, since Covid-19 which required distance learning, teacher and students had to adapt to a new things and different situation. Some things that were usually done at school were not implemented during online learning. Teacher and students were lack of interaction although the teacher similarly distributed material via video, the method was different because there was not any active discussion between teacher and students. Teacher just sent some videos of topic material and students have to complete the assignments without any discussion on the WhatsApp group. During online learning was implemented, the academic achievement of the students decreases.

C. Previous Related Studies

The first is a journal by Mustakim (2020) titled "The Effectiveness of E-Learning Using Online Media During the Covid-19 Pandemic in Mathematics" aims to describe the effectiveness of online learning during the covid-19 pandemic in mathematics. Data was collected by using an online learning questionnaire and analyzed descriptively. The result showed the presentation on students' who were assuming learning mathematics was very effective with online learning was 23.3 %, the majority of students who assumed it was effective was 46.7 %, 20% of them assume it was nothing special, 10 % assume it was not effective, and 0% assume it was very ineffective

The second previous study is the research by Idli Kurniawan (2019) "Student's Perception on the Use of YouTube as a Learning Media to Improve their Speaking Skill", this research was to investigate the perception of students of English speaking class on using Youtube toward their achievement in speaking skill. The subject of the research was students of English department of Bengkulu University who took Speaking 2 class with 40 students. The result of the interview and questionnaire showed the students' answer that average of the usefulness of the Youtube for improving students' speaking skills was 80 %, only 20 %. From the statements of usefulness, 90 % students responded that they got benefit from the activity. Moreover, vocabulary become the most significant effect from the use of the Youtube for English speaking class with the 80 %.

The third is research by Awal Bahasoan, Wulan Ayuandiani, Muhammad Mukhram and Aswar Rahmat (2020). On their journal entitled "Effectiveness of Online Learning In Pandemic Covid-19" applied quantitative descriptive study using survey methods conducted online. The subject of the research is students in the management study program, Faculty of Economics, University of West Sulawesi. From the result of the research, it can be inferred that the COVID-19 pandemic's online learning system was both successful and inefficient. Effectively implemented due to the circumstances that necessitate online learning, but inefficient due to the higher costs incurred as compared to offline lectures. The majority of the costs were incurred to purchase internet quota in order to keep up with online lectures and WhatsApp is the best app to use during online lectures because it is perceived to be less expensive and widely used.

The fourth is the research from Inayatul Fitri and Yuli Tiarina in 2021 entitled An Analysis of Students' Perception in Using WhatsApp as Media for Learning English during Covid 19 Pandemic at SMAN 1 Kecamatan Guguak. The research applied descriptive research with quantitative approach. The researcher was collected data by using questionnaire and interviews. The results of the research indicate that students' perceptions of using WhatsApp as an English learning media are good eventhough found several problems. The average score of 3.27% evidence this, and the respondent's level of achievement is 92.90% in the good category.

The use of online learning media also has been researched earlier in journal by Trishu Sharma and Shruti Sharma in 2021 entitled a Study of YouTube as an effective Education Tool. Qualitative research was applied as the research method and be a study of focus groups that divided in four categories such as, elementary students, high school students, graduation and academicians and educators. Researcher collected the data by interview. The research showed that YouTube has shown to be a successful educational tool since it links academics, educators and students and offers knowledgeable, interesting and entertaining content, also has given education a new dimensios by fostering innovation and creativity.

Table 2.1 : Table of Similarity and Difference

No.	Title	Similarity	Difference
1.	The Effectiveness of E-Learning Using Online Media During the Covid-19 Pandemic in Mathematics	Research about E-Learning using online media during the Covid-19	<ul style="list-style-type: none"> - The research design is descriptive quantitative - The subject of the research is SMA students in mathematics
2.	Student's Perception on the Use of YouTube as a Learning Media to Improve their Speaking Skill	Discussing about YouTube as an online learning media	Focused on students' perception

3.	Effectiveness of Online Learning In Pandemic Covid-19	Discussing online learning in pandemic covid-19	The research is quantitative descriptive study using survey methods
4.	An Analysis of Students' Perception in Using WhatsApp as Media for Learning English during Covid 19 Pandemic at SMAN 1 Kecamatan Guguk	Discussed about E-Learning Media used in Pandemic Covid-19	<ul style="list-style-type: none"> - The researcher used quantitative approach - Focus on students perception
5.	A Study of YouTube as an Effective Educational tool	Discussing YouTube as online learning media	<ul style="list-style-type: none"> - The research method focus on a study groups that divided into four categories

CHAPTER III

RESEARCH METODOLOGY

A. Research Design

In this study, under the descriptive qualitative method. Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2009). The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data (Creswell, 2009). Researcher try to describe the detail information to obtain an accurate data.

This method is used to analyze and describe about online learning media in English teaching. The method of qualitative descriptive analysis is to analyze, describe, and summarize various conditions, situations from various data collected in the form of interviews or observations about the problems under study that occur in the field (Winartha, 2006:155).

Researcher focuses in the process of implementing the mixing of YouTube video and WhatsApp group in English online teaching at SMP N 1 Pedan. The researcher collected the data by observation, interview and documentation. In finding the final result of the research that had been collected, researcher will analyze the data with collecting data, data reduction, display data and drawing conclusion.

B. The Setting of Research

In this point, the researcher describes the location of research will be conducted and time of the research.

1. Place of Research

This research conducted in ninth grade students of SMP N 1 Pedan, which is located at Jl. Gelora Pemuda, Kedungbaru, Kedungan, Kec. Pedan, Kab. Klaten, Jawa Tengah, 57648. The school is near the street that makes the students easier to find public places or public facilities. SMP N 1 Pedan is public school with A accreditation. There are some school facilities for the students in SMP N 1 Pedan such as library, basket field, mosque, science laboratory, music room, computer laboratory, etc. The facilities both to increase students' academic and skill on their interest or hobby.

2. Time of Research

The research was started by the title consultation on January 2022. Then, researcher conducted the research at SMP N 1 Pedan in academic year 2021. Following is the table of the research :

Table 3.1 : Research Timeline

No.	Activity	Month						
		Mar 2021	Mar-May 2021	June 2021	Aug-Oct 2021	Des 2021	Apr-July 2022	Nov 2022
1.	Pre-Research							
2.	Designing proposal							
4.	Proposal Seminar							
5.	Observation							
6.	Data Collection							
7.	Data Analysis							
8.	Research Report							

C. The Subject of the Research

In this research, the subjects were the English teacher and one class of the ninth grade that consist of 32 students of SMPN 1 Pedan which took 9A class. To get the data, the researcher used interview by focusing to the subject for getting the data.

D. Data and Source of Data

1. Data

Utami (2020), said that data is interpreted as a representation of information or notes on a collection of facts in the form of text or numeric forms (sequence of numbers, letters, images, etc). The data of this research was obtained in the form of description written text that gotten from the interview transcript and observation.

2. Source of Data

The source of the data refers to the subject from which the data are obtained (Arikunto, 2010: 172). There are two sources of data in this study, namely primary data and secondary data. The primary data is a data source that directly provides data to data collectors, in this research the primary data is gotten from both of the teacher and students of SMP N 1 Pedan. Whereas, the secondary data is data sources that do not directly provide data to data collectors, for example through other people or documents. The secondary data obtained from the chat screenshots from WhatsApp and YouTube material.

E. Techniques of Collecting Data

1. Interview

Interviews are extended discussions in which phenomenon can occur and be evaluated in the sense of meaning conveyed by the person being interviewed in order to obtain in-depth information about a specific topic or subject (Schostak, 2006:54). In this case, researcher conducted the interview by online since all the face to face learning activities is transfered to online during the Covid-19 outbreaks. This interview will be using structured interview.

Table 3.2 : Aspect of Interview

Aspects	Indicator
Implementation of mixing YouTube video and WhatsApp	The use of online media
	Strategies of using online media
	Features of YouTube video and WhatsApp
	The advantages of using online media
Problem faced by teacher and students	The disadvantages of using online media
	Suggestion for using online media

Interview is used to obtain the data from the teacher and students' statement, the statement was in the form of utterance. The interview was talking about English learning process and the difficulties of using YouTube Video and WhatsApp Group as media for English teaching. The intention of doing this interview is to gain the information and data related to the the use of YouTube and WhatsApp Group in English Teaching at SMP N 1 Pedan.

2. Documentation

Documentation is the method used in scientific research in order to collect the data by using the document or evidence list. Researcher use the documentation method to investigate at written object such as notes, magazines, documents, meeting minutes, and rules, among other things (Arikunto, 2010:201). In this research, researcher took a screenshot from media in the teaching learning process such as WhatsApp Group, students' assignments and students' material.

3. Observation

The purpose of this observation is in order to find out the real situation on how the online learning process be held. Because the learning activities does not run conventionally and still taking place through online, researcher observed the English learning process for at least 8 meetings in WhatsApp Group.

F. Technique of Analysis Data

Data analysis in this study was carried out descriptively to analyze data that referring to the Miles & Hubermen method:

1. Collecting Data

Interviews were conducted to collect data. Researcher records and takes note the results of interviews from teachers and students. Researcher also collected screenshots of the learning process from the WhatsApp group as documentation data.

2. Data Reduction

Researchers select and compile data, move data into notes of the teaching process. Reduction is carried out since data collection begins by compiling a summary, coding, tracking themes, creating clusters, writing memos, etc. with the intention of setting aside irrelevant data / information until the final report is complete.

3. Display Data

The presentation of qualitative data is presented in the form of narrative text. Presentations can also be in the form of matrices, diagrams,

tables and charts to explain the processes that occur in learning English. The presentation of the data begins with providing a description of the results of the previously classified research. From the data that has been presented, it is then discussed and interpreted based on the theories chosen by the researcher to get a clear result.

4. Drawing Conclusion

Drawing conclusions in the form of interpretation activities, namely finding the meaning of the data that has been presented. Between data display and drawing conclusions there are existing data analysis activities. Researcher connect and compare with one another so that conclusions can be drawn as an answer to existing problems, which has the meaning of organizing data, selecting, describing, compiling and making conclusions.

G. Trustworthiness of Data

Triangulation is one of the approaches for analyzing and applying qualitative data processing processes. Triangulation is a strategy for checking or comparing the data's trustworthiness by utilizing something other than the data to check or compare it (Moleong, 2001:178). The following are types of triangulation classified by Sugiyono (2016) :

1. Triangulation of data sources

Triangulation of data sources uses to test the credibility of the data by checking the data that has been obtained through several sources. This is done by exploring the truth of certain information by

using various data sources such as documents, interviews, observations or also by interviewing more than one subject who is considered to have a different point of view.

2. Triangulation Technique

Triangulation technique use to test the credibility of the data by checking data from the same source with different techniques. For example, data obtained by interview, then checked by observation, documentation, or questionnaire.

3. Triangulation of Time

The data collected by interview technique in the morning when the informants are still fresh will provide more credible and valid data. In order to test the credibility of the data, it can be done by checking with interviews, observations, or other techniques in different times or situations. If the test results produce different data, the procedure is repeated until the certainty of the data is found.

From the various types of triangulation, the resercher applied triangulation of data sources. As a result, the researcher compares the findings from other sources in order to verify the truth by checking the data that has been obtained from several data sources such as the result of interview, observation and documentation.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Finding

1. An Implementation of Mixing YouTube Video and WhatsApp in English Teaching

Since the emergence of Covid-19, almost all of the structures are compelled to reform including the educational system in schools. Based on the interview with Mr. Sajadi as one of the English teachers in SMP N 1 Pedan who teach 9A class, said that using online learning media as a tool to convey material was not a new thing to teacher and students. Before the online learning was even a phenomenon, teacher already used online resources like YouTube videos to assist the teacher in conveying material in class. Since the government has decided to organize online learning, teacher were required to find an effective media that suitable to teach English via online. The zoom application was considered since it is more interactive but also, despite its limitations, is able to monitor students. Unfortunately, considering the condition of students who are not familiar to using zoom and waste a lot of the seluler data, teacher tried to find media that was easy and familiar to students.

Looking at the strategies and media that have been used before and which have generated good feedback, the anthusiasm of students in participating the learning process through online learning media, teacher

decided to combine two online media at the same time, the medias are YouTube and WhatsApp. As the teacher said :

“Pembelajaran untuk anak-anak disini selama online memanfaatkan WhatsApp dan video YouTube sebagai media belajarnya mbak.” (Dat/Int/IM-1)

YouTube video was a media that often teacher used even long before the government considered online learning to be held in every school in Indonesia. The use of YouTube has always been used because students were more interested and motivated in audio-visual-based learning, teacher got more of feed back and interaction during the learning activity. After evaluating the conditions and performance of students who commonly utilized video to provide material, the teacher took the opportunity that YouTube could also be used for online learning, despite the fact that teacher could not assist the learning process directly. While offline learning utilized YouTube, students were highly passionate about reacting to what was in the video material and were able to capable of supporting their English language abilities, their scores could be increased when the material was delivered in video form. The teacher merely expected that by providing students to use online media that they were familiar with and enjoy, they would remain motivated and excited about studying although the learning was online and in unusual circumstances.

After selecting on the format in which the material will be presented, the teacher must also decided on the platform which would be utilized to bridge the gap between teacher and students in the delivery of the material.

The teacher chose WhatsApp as a platform for distributing YouTube video material to students. WhatsApp was chosen because it was simple to use, WhatsApp also had a wide range of features, and all of the students already had it installed on their phones. The students were also accustomed to using WhatsApp for long-distance communication and were familiar with the features provided. Furthermore, because the material was sent in video form, WhatsApp would automatically compress the video to a smaller size so that the downloaded video did not consume a large amount of data. Additionally, the material could be saved on the phone and played back without using data.

These two media were chosen after all of the considerations and expected that it would be easier and more effective to deliver the material. This was in line with the teacher said in the interview :

“Karena YouTube dan WhatsApp itu aplikasi yang mudah diakses dan memang banyak digunakan mbak bahkan sebelum adanya pembelajaran online itu sendiri, jadi saya rasa para siswa juga akan paham pengoperasiannya karena sudah terbiasa juga mbak.” (Dat/Int/IM-2)

Based on the observation and interview, the teacher used YouTube as the main material during the online classes. The teacher stated that YouTube took an important role as a substitute teacher :

“Selama pembelajaran online ini video YouTube tetap selalu ada karena membantu menggantikan guru yang mengajar, video itu sebagai pengganti guru sebagaimana waktu mengajar seperti offline, setelah video itu selesai ditonton

dan dipelajari nah nanti tinggal guru memberikan tugas dan memberikan penjelasan tambahan jika murid masih bingung.” (Dat/Int/IM-5)

YouTube represented as a teacher who explain and convey the material to the students , but on the other hand who was in charge and had the authority to make decisions was the real teacher itself. Researcher also asked the reason behind the decision of using YouTube :

“Pembelajaran lewat YouTube ini lebih menyenangkan mbak, dalam artian menyenangkan itu lebih fresh dan tidak membosankan juga gampang untuk diakses tinggal search mau cari materi video apa dan tinggal sortir cari video yang sesuai. Disatu sisi lain juga kan download dua aplikasi itu juga nggak ribet” (Dat/Int/IM-2)

YouTube has a wide assortment of contents which are very interesting with a lot of movement pictures and audio, the teacher just need to sorted the materials according to the learning material standards that are required and identify which videos are easy to understand and absorb for students. In its application to online English learning, YouTube as a platform that provide students material in the videos form. The teacher download some videos of material in YouTube and distribute the videos to WhatsApp group in order to compress the size of the video, this is a way that teacher’s designed to not consume students’ seluler data and that it could be accessed offline at any time. While WhatsApp plays role to be a platform for students to communicate with others and as a place where the teacher distribute the material. WhatsApp has a lot of features which can support to boost the online learning, in the English online learning

process carried out in 9A class the teacher and students only maximize the features of chat and video. The chat was use to communicate to each other, while picture and video features are used to sent the material in the form of video and photo of the material. In the implementation of WhatsApp Group as media to teach English in 9A, the teacher asked one of the students to created a distinctive class group and invited the teacher to join the group.

Students in using media such YouTube and WhatsApp might not be surprising, as these two applications were frequently used by a large number of individuals. Furthermore, considering that 9A class students were passionate about taking part in video learning. However, this would be a completely new experience for students in terms of using it as an online learning media without the presence of a teacher. After all, the teacher has prepared and selected the most effective media and has been adapted to the students circumstances regardless of the existing shortcomings. The teacher created a design for the assignment, all the students were asked to provide a special book that would be used to track each of students' tasks. Written assignments were always completed in that book and collected at school during online learning.

For gaining the data, researcher used observation, interview and documentation. The researcher conducted the online observation by joining the WhatsApp Group class of 9A to figure out on how the online learning process run, but the researcher also came to the school and met

the teacher to observe the preparation of the teacher in preparing the online learning. In addition to get more of data, the researcher also did the interview with the teacher directly in school, but the interview with students carried out by online through WhatsApp. At the beginning before the researcher start the interview, researcher gave some options to conduct the interview whether the source person comfortable by chat or voice note.

Based on the online observation in WhatsApp Group class of 9A class, teaching and learning process are divided into three steps consist of learning preparation, main activity and closing. The following provides an overview of online teaching and learning activities by implementing of mixing YouTube video and WhatsApp Group in 9A class :

a. Online learning preparation

Before the class was started, teacher had already prepared the material long before or at least a few days the class began. Mr. Sajadi regularly sends at least 2 YouTube videos in WhatsApp Group at every new material in each sub-chapter. The selection of video materials must also be considered based on the needs and conditions of the students. The teacher determined the relevant chapter or topic material that appropriate to the syllabus for the next online learning. Teacher searched YouTube for videos that contain keyword related to the topic material. YouTube would provide videos that are related

to the search term, then teacher explored, filtered and identified which video that appropriate as a material for students.

Mr. Sajadi has his own criteria in selecting videos, such as, the video is not too long but contains a brief explanation. In addition, the graphics must also be attractive in order to keep students' attention and prevent boredom as students watch the material. The teacher mentioned if the video must be interesting with a clear audio intonation so that students did not have difficulty in understanding the content of the video. After identifying some videos and met the criteria, then download the videos from YouTube and stored it in the folder. Mr. Sajadi also prepared a daily assignments related to the material and some assignments in the modul.

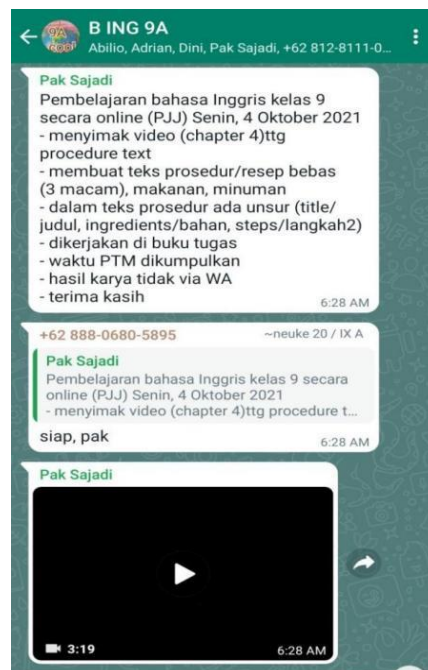
In order to minimize problems in sending materials, the teacher checked the network conditions on his cellphone just before class began at around 7 o'clock. If the network was stable, teacher could send the videos directly to the WhatsApp Group, which will be instantly compressed to reduce the size and made students easier to download it without consuming a lot of data seluler.

b. Main activity

During online, teacher did not give an opening to start the learning. Meanwhile, the teacher typically provides openings throughout offline learning, which including greetings, students absences, and occasionally showing motivational videos to boost

students' enthusiasm for learning. According to the findings of the interview, there were some restrictions that prevented several activities which were normally done in class.

The teacher directly told about the material or chapter that they were going to learn and also about the regulation on how to complete the task. Teacher always include date and inform about main topic of the YouTube video that had been sent. There were no list of attendance to confirm if students were online or attended in WhatsApp Group.



During online, teacher were rarely gave a motivation words in WhatsApp to keep students motivated in joining online learning. Even though when learning was offline, at the opening teacher will usually encourage students to be motivated to take part in learning activity. On the online learning, there were just some students who

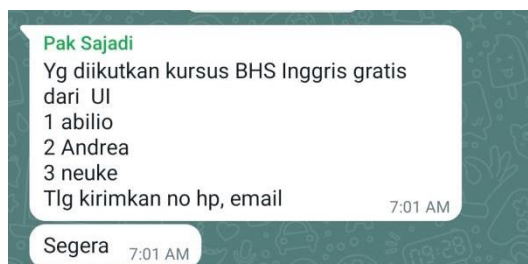
active to keep the communication and respond the messages in group while the others just read and did not give any respond. However, teacher and students did not have significant interaction and communication in any meaningful way.



Conversations in groups were mostly limited to the teacher announcing the chapter to be studied that day and providing some videos, with students responding with the customary “ya pak and “baik pak”.

In this main activity, the teacher sent the downloaded material in a video form to the WhatsApp group. Learning material in the form of downloaded YouTube videos were sent in every new chapter. The students must pay attention to the video provided in the WhatsApp group. If the students were having difficulty on comprehending the

topic or material in the video, they could immediately ask their questions by personal message. The WhatsApp grup was not only used to run the learning process and discuss about the material but also to deliver some particular information.



Students reviewed the video material independently and allowed to open discussion in WhatsApp group if they found difficulty to comprehend the video content and complete the task provided. However, even after the researcher joined the WhatsApp Group and took into consideration the findings of interviews, there were never opened any discussion to discuss related the topic of material because neither the teacher nor any of the students initiated it.



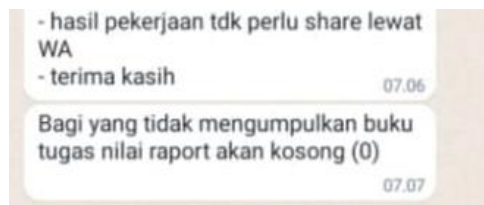
Students had to review videos provided by themselves and when they got any problem when watching the video, mostly of them were asked about material to their friends by personal messages instead of contact the teacher. The students said that it was difficult to ask explanation to teacher by WhatsApp due to slowrespond and when explaining via online it could not be detailed and easy to be understood.

c. Closing

After the main activity, in this closing step teacher always provide evaluations in the form of daily assignments, daily test and complete the task or activity in modul. Teacher did not accept assignments via WhatsApp during online learning; rather, students

must complete them in their assignments book, which is occasionally collected at school at a time determined by teacher.

The teacher gave several time to the students for finishing the assignments and gave a deadline but some students did not complete and submitted their assignments. To overcome this kind of problem, teacher gave warnings to students who did not complete and submitted their assignments book.



The result of interview :

Table 4.1 : Teacher interview

Question	Participant answer
Bagaimana pembelajaran online di SMP N 1 Pedan berlangsung?	Memanfaatkan WhatsApp dan video YouTube. (Dat/Int/IM-1)
Apa alasan menggunakan YouTube dan WhatsApp sebagai media belajar?	Mudah diakses, para siswa sudah familiar dengan aplikasi tersebut, fresh dan tidak membosankan, tidak boros kuota. (Dat/Int/IM-2)
Sejauh mana strategi yang digunakan untuk membantu dalam mengajar online dengan media video YouTube dan WhatsApp?	Selalu ada pengiriman materi video di setiap chapter pembelajaran baru dan diikuti tugas harian di grup WA. (Dat/Int/IM-4)
Bagaimana peran YouTube dan WhatsApp sebagai media penyampaian materi dalam pembelajaran online?	Video sebagai pengganti guru sebagaimana waktu mengajar sedangkan WhatsApp sebagai jembatan untuk mendistribusikan video tersebut kepada anak-anak dan alat komunikasi utama. (Dat/Int/IM-5)

Based on the table of the interview, teacher relied on two medias during online learning. Teacher as the facilitator for the students who provide and sent the material. On the teaching and learning process, YouTube videos material that have been sent to the WhatsApp group portrayed as the teacher who explained the whole topic of the related material. This is further supported by the findings of the online

observations that the teacher merely delivered videos along with daily assignments as evaluation and the students then were expected to study the topic on their own.

Table 4.2 : Students interview

Questions	Answers
<p>Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?</p>	<p>Pembelajaran yg diterapkan melalui media online cukup membantu, akan tetapi sulit juga untuk dipahami sendiri. (Dat/Int/IM/MA-2)</p> <p>Lewat video YT sama WA ya menunjang pemahaman materi kak selama online tapi kalo belajar sendiri tuh bingung karena ngga ada guru. (Dat/Int/IM/AT-2)</p>
<p>Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?</p>	<p>Sdah cukup lengkap tapi fitur lain jarang digunakan. (Dat/Int/IM/ER-3)</p> <p>Untuk saat ini menurut saya sudah cukup lengkap fitur-fiturnya untuk menyampaikan pembelajaran online (Dat/Int/IM/NY-3)</p>
<p>Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?</p>	<p>Materinya ringkes dan bisa diputer ulang kalo lg lupa sm materinya” (Dat/Int/IM/NN-4)</p> <p>Bisa belajar dimana dan kapan saja sama lebih menarik biasanya kalau</p>

	youtube menjadi perantara belajar (Dat/Int/IM/AA-4)
Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?	Guru ngasih penjelasan tambahan lagi, jgn hanya kasih video aja (Dat/Int/PI/RA-6) Mending tiap ngirim materi diadakan diskusi digrup dan saling nangepin gitu pake vn lebih cepet untuk ngasih feedback pas diskusi biar gak nyita waktu (Dat/Int/PI/AP-6)

Based on the result of interview, it actually shows that using YouTube and WhatsApp were effective to deliver material and to support the learning. Material that sent in the form of video tend to be brief and made it easier for students to review the material because students could access it easily at everytime. Nevertheless, students could not entirely rely on the video material because they require assistannce, support and additional explanation from the teacher to help them comprehend the material. Moreover, teacher and students tend to be passive in building an interaction on the WhatsApp group because they were only utilized chat and video sent features. In all conscience, teacher could use voice note feature on the WhatsApp to start an interactive feedback and living up the teacher and learning process. During the online observation, researcher could only see that teacher and students use chat feature only and did not look into

another features such as voice not or group video call to overcome the issue of their lack of interaction with one another.

During the implementing on mixing YouTube and WhatsApp through online learning, the transmission of YouTube video was not as effective as if it were done offline with the presence of a teacher and friends who would be invited to participate in a direct discussion. Students had not be able to fully learn the material without the assistance of the teacher. Even when the teacher provided the material over WhatsApp group, the students did not respond as excited as they did when they were on offline learning. On the observation, the researcher also found that there was no discussion in the WhatsApp group because teacher just only sent the material and did not start any discussion or question and answer, students themselves did not provide feedback related to the material provided. When the researcher conducted interviews with students, students stated that if they had a questions or were having difficulty in completing the assignments, they would asked the teacher by personal message.

“...Terus jarang ada diskusi di grup, kalau ada yg bingung murid harus tanya japri dan itupun belum tentu fast respon dan tidak terlalu detail penjelasannya, guru lebih detail menjelaskan kalau offline.” (Dat/Int/PI/AR-5)

“Sebenarnya asik kak tapi kadang aku nggak bisa paham materinya, habis ngirim materi video juga nggak ada penjelasan ulang tentang videonya dan jarang ada diskusi juga di grup nya.” (Dat/Int/IM/RP-1)

From the result of interview and observation also showed that after teacher sent the material, there was no one who started the discussion. Mostly, students were giving a basic word to respond like “ya, ya pak, nggih pak, siap pak” in addition, the teacher did not provide any preliminary material or his own version of explanation on the WhatsApp group as an additional explanation to help the students in comprehending the video that had been provided.

The features booth on YouTube and WhatsApp were actually quite comprehensive of assisting students learning in 9A class, the teacher oriented the use of text messages and sent video in applying WhatsApp features to teach the material and had not explored other features such as voice notes to do an interactive discussion in Group. Furthermore, by employing video and text messages, the teacher was able to effectively transfer the material to students during online learning. This was stated by the student :

“Menurutku fitur-fiturnya sudah cukup oke dan guru bisa memaksimalkan fiturnya untuk ngirimin video materi itu.”

(Dat/Int/IM/AC-3)

Furthermore, WhatsApp become one of the effective and easy access for everyone from the teachers and students. WhatsApp is a platform that widely known by people. YouTube also a platform that provide a lot of content videos, the material contained in the YouTube video is even more interesting and concise. Teacher could share materials to students much more easily and quickly due to the efficiency of the YouTube and

WhatsApp platforms. Students also experienced the same way as the teacher about the efficiency of the applications in English online learning, this strengthen by the statement of the students :

“Bisa karena sejauh ini menurutku itu sdh aplikasi yang paling efektif dan gampang dipake” **(Dat/Int/IM/RM-2)**

Some students, nevertheless, have trouble absorbing the topic even if just through videos and without any help or introduction from the teacher. When viewed from the condition, the teacher was unable to directly interact with students to explain the material; however, the teacher was expected to be able to use other WhatsApp features to provide more detailed explanations related to the material in the video, such as using voice notes, in order for students to understand the material that is already available on WhatsApp.

“Mending tiap ngirim materi diadakan diskusi di grup dan saling nanggapi gitu pake vn lebih cepet untuk ngasih feedback pas diskusi biar gak menyita waktu.”
(Dat/Int/PI/AP-6)

Students still require an explanation of the topic from the teacher, despite the fact that learning is done online and English language materials are adequately directed for students to study. Online learning and the way of the teacher delivered material through online was a new thing for students and they have to adapt to these conditions, apart from that students also understand that learning English could be done in various ways and methods that were not boring. Some students also said that online learning through

YouTube and WhatsApp was fun because there were new variations in learning English, if they always learn through books they felt bored and less enthusiastic. Video materials on YouTube could also complement the materials that were not in their module.

2. The Challenges Faced in the Implementation of Mixing YouTube and WhatsApp

Online learning was a big challenge for teachers and students because they could not interact and monitor directly, materials are delivered remotely and they were just connected by online media. Therefore, teachers are struggling to maximize the learning process through multiple platforms in device at one time. The followings are some problems faced by teacher and students in the implementation of mixing YouTube and WhatsApp :

a. Problems faced by the teacher

1. Lots of students were passive

Because the learning is remote and not face-to-face, students are less motivated and overestimate. Some of students tend to be silent reader by not giving their response to the learning process.

“Kalau pembelajaran lewat WhatsApp ini agak susah karena kurang ada feedback, kalau untuk video YouTube anak tidak bisa bertanya karena ibaratnya ada yang ngomong dan sini cuma bisa mendengarkan. Lewat online ini anak-anak kadang tidak ada respon mbak di grup setelah menonton video, jadi entah sebenarnya dia paham atau tidaknya itu kita tidak tahu.” (Dat/Int/IM-9)

Even though learning was done online, teacher face an obstacle in encouraging students' motivation for learning. During online learning students were not encouraged to actively ask questions or give respond. On the online observation in WhatsApp Group, researcher have also found that some students tend to be inactive. As the solution, the teacher have to keep motivate and support the students by giving supportive words and invited students to do evaluation and discussion. Teacher also have to assist the students in their learning and stimulate student activity by giving questions and actively start the discussion about the related topic. Furthermore, teacher conducted home visit to several students who had never interacted in group to found out students' obstacles.

2. Students tend to be late in submitting the assignments

Because students' learning motivation during the online learning was unstable, they could be careless and underestimate at times the work assigned by the teacher.

“Selama pembelajaran in pun untuk nimbrung grup tidak selalu on time, kalau dikasih tugas pun rata-rata tidak mengerjakan tepat waktu dan cenderung diulur-ulur.”(Dat/Int/IM-9)

Many students did not submit their assignments even before the deadline. In addition, students' lesson hour started in the morning, but they were not on time in attending and

responding to the material in the group. Because this problem frequently arises during assignment collecting, teacher gives strict warnings so they become more disciplined.

3. Teacher could not monitor and assist the students learning

Online learning made the teacher did not have the ability to directly monitor and assist the students learning process, it made the teacher was impossible to know whether or not the students had enrolled and gave attention to the material provided in WhatsApp group.

“Saya juga tidak bisa mengawasi dan mendampingi anak-anak mbak kalau online begini, jadi saya gak tau apakah mereka benar-benar mempelajari materi yang dikirim atau malah disambi hal-hal lain seperti masih tiduran dan cuma sebatas nongol digrup bentar biar kelihatan.” (Dat/Int/IM-9)

Admittedly, students must be self-aware and responsible enough to always pay attention and study the material presented in the WhatsApp group. Teacher can only monitor via WhatsApp to check and find out students who stay on in the group and read the material has been sent.

b. Problems faced by students

1. Students could not do an interactive communication

The biggest challenge of the online learning was communication, moreover the teacher used YouTube video to deliver the material. Students can not directly asked about the material if they found difficulty to understand the topic.

“Tidak ada interaksi secara langsung saat penyampaian materi, jadi ada materi yang susah dipahami dan tidak bisa tanya langsung.”

(Dat/Int/PI/AC-3)

“kalau dikirim video dari youtube juga aku g terlalu bisa untuk memahami kaya di sekolah, kalau lewat video YouTube nggak bisa interaksi dengan yang menjelaskan” **(Dat/Int/PI/DN-5)**

Online learning required an indirect communication between teacher and students, not every students will be following and keeping up material in the group at all times. Usually, some of students with close-by houses did a study group together or by WhatsApp call or this problem could have been solved if they were explore another features such as voice note to start a discussion in WhatsApp.

2. Students were easy to get distractions

Online learning required teacher to look for an effective media to assist continuing learning, but the facilities available in the application frequently used inappropriate way.

This was relate to what some students said :

“...sulit untuk interaktif membuat saya kesulitan bertanya terkiat materi yang blm saya pahami, namun beberapa juga ada yang datang dari gangguan rumah seperti distraksi suara dan aktifitas orang rumah membuat saya tidak fokus dalam pembelajaran.” **(Dat/Int/PI/PN-5)**

“Kalo aku kadang gakbisa fokus, kan kadang sambil tiduran trs mlh ngantuk sama gangguan sekitar gitu kadang berisik.” (Dat/Int/PI/C-5)

During the learning process, students are difficult to focus on the material and did other things instead. The teacher also could not monitor whether the student pay attention on the material or not. To overcome this, students must cultivate a sense of responsibility in themselves to always make the best preparations when online learning is carried out by focus on the learning and get rid of the things that distract them.

3. Consumes a lot of phone memory

Teacher gave material in the form of video in WhatsApp group, it made the students' storage memory was full quickly.

This statement as said :

“Borosnya penggunaan memori pada handphone, karena sering sekali guru yang memberikan video dan saat di WA pun nggak semua murid pada aktif dan saya jadi sering melihat HP dan mengakibatkan saya pusing, mengantuk dan malas untuk mengerjakan tugas yang belum selesai.” (Dat/Int/PI/AP5)

This was also stated by the other students :

“Masalah yang saya hadapi itu paling cuma menuhin memori handphone soalnya videonya lumayan banyak” (Dat/Int/PI/MG-5)

Sending material in the form of videos must be wasted the memory store in the phone. That was become one of the weaknesses in using the media. This problem can be solved by backing up the videos material in Google Drive or a more effective way is by writing the main points of each video into a book, this has also has a good impact so that students can review the material.

4. Students were difficult to comprehend the material

Students had to learn individually as a consequence of online learning, and some students experienced a difficulty to absorb the material. As stated by students :

“kendala nya kalau bingung sama materinya tapi tidak bisa interaksi.” (Dat/Int/PI/AT-5)

And strengthened by the statement :

“kurang paham sama materi yang dijelaskan.” (Dat/Int/PI/AU-3)

When learning English was done offline, students still had difficulty and confusion in understanding the material. The problems are more about technically and internally. However, this still could be managed if there were teacher around them who could directly guide them in starting discussion and enhance students' motivation and enthusiasm in participating the learning process. All the more this current condition constrained them to held an online learning and study by theirselves. This was become a big problem since

English is a foreign language in Indonesia. Since it is still difficult for students to learn independently, teacher must continue to convey things in his own way.

B. Discussion

According to the findings of research conducted by researcher through observations, interviews and documentations, teachers actively integrate YouTube video and WhatsApp as online learning media. The researcher attempted to examine references to the theories connected to the the English online learning media in order to support the research findings.

1. The implementation of mixing YouTube video and WhatsApp

The use of YouTube videos and WhatsApp in online learning can be adjusted according to the needs and conditions of the teachers and students themselves. In 9A class, students tend to study independently and the source of their learning material is the internet because the teacher sends material in the form of videos and uses WhatsApp as a communication and intermediary for sending videos. There are several kinds of online learning models that can be applied by teachers, this is like the theory of Haughey and Anderson (1998) which divides online learning models into three types, namely web courses, web centric courses and web enhanced courses.

In observations made by researchers in the 9A class group, the teacher uses a web course learning model. The online learning model with a web course is learning that is all of the learning discussion, teaching materials, exercise assignments and learning activities are delivered by

online. Teacher and students were fully learned using the internet and did not need a face-to-face interaction. In the implementation in the 9A class group, the teacher will only communicate via text messages about what material students are going to learn, then the teacher sends a video of the material in the group and without providing additional explanations. So, the source of learning for students is purely from the videos that are sent and they can also use their learning modules if there is material that is not clear from the video. The use of YouTube video and WhatsApp can provide an accessible and flexibility towards teacher and students.

This was also researched by Desi, Rahmiatin, and Nasrullah (2021), that 5th semester of FLTM classroom at Muhammadiyah University Kendari using web course learning model because the students only implementing YouTube and WhatsApp messenger during the online learning. Teacher's perspectives towards utilizing WhatsApp and YouTube appeared to be closely related to the availability of learning content and the flexibility of the teaching and learning process.

The video material sent by the teacher also contains a complete video with subtitles, supporting audio, sample questions and interesting animations. Due to online learning, teachers still apply active viewing techniques in the use of their videos. From the theory put forward by Kamelia (2019:35) active viewing enhances student enjoyment and satisfaction. The active viewing technique can be seen from every teacher starting online learning by always giving several keys about the content to

give the students a general idea of what will be covered. Students were given a guide sheet or viewing guide and told to watch and listen to specific details or specific languages in order to gain a better understanding.

From the results of interviews, the way teachers deliver material through YouTube videos in offline and online learning has a different strategy. In face-to-face learning, teachers and students will conduct discussions and review videos. Sometimes teachers package it in the form of quizzes or games so that students are enthusiastic to provide feedback regarding the topic of discussion in the video. However, during this online learning, teachers can only send videos of material and are accompanied by tasks that must be completed. Teachers apply this so that learning becomes more effective and faster, because during online learning the motivation of students tends to decrease and it is difficult to focus on learning.

Students were still highly excited about using YouTube videos to deliver material during online learning because they consider that this maintained the learning to be more engaging, fresh and did not make them feel bored with the visual. In the previous research journal by Sharma and Sharma (2021) also found that the learning environment and students' learning experiences are greatly impacted by YouTube, with audio or visual information, difficult concepts and complicated theories are made interesting.

However, the use of WhatsApp as media of communication and distribution of materials has been going well. In the research findings, the

researcher found several advantages in using WhatsApp and YouTube as material distribution, such as first, students can learn everytime and everywhere because the material in their phone. This is one of the main advantages that make it easier for students and teachers to do online learning. Materials sent via WhatsApp will also be automatically saved on the students' phone. If students want to play and re-learn the material, students just open WhatsApp or their video gallery in the phone. Second, WhatsApp application is easily accessible by teachers and students. This application can also be downloaded via the Playstore and has many features that are easy to use. Third, Teachers can create a group containing the teacher and students as a forum for them to carry out learning and as a media of discussion with each other through one place. These are in line with Rosenberg (2018) that state some advantages of using WhatsApp, including ease of learning without being bound by time and space, easy access, provide features to create communities or group.

WhatsApp is easy to send messages, videos, voice notes, pictures and documents. Compared to the other applications, WhatsApp does not waste a lot of data. WhatsApp does not need a high stable connection to start the communication. All kinds of files sent via WhatsApp usually the size will also change to be smaller, even video material downloaded from YouTube when sent via WhatsApp will be compressed automatically so that it will not make students waste their data.

From the result of this study, the implementing of mixing YouTube video and WhatsApp are actually has a good impact because learning materials can be distributed and received well by the students. Students can absorb the material through online learning media by YouTube video and WhatsApp, the features both from the media are helped the students and teacher to distribute and conduct an effective and accessible English online learning in everywhere and everytime. Even though, there were three main problems were found such as, the absorption of the material is not full maximized because of no assistance of the teacher itself, lack of interaction to start a discussion and students' sense of responsibility has not risen enough. Similar results like this were also found in a journal conducted by Fitri and Tiarina (2021) that from the findings showed if WhatsApp is easy and effective for students in communicate and learning can be done anytime but still have a negative impacts such as distraction from studies.

2. The problem faced by teacher and students

During this online learning, students can only learn English through online media. In the research findings, the researchers found the advantages felt by teachers and students through a combination of YouTube videos and WhatsApp. The application of this online learning strategy, of course, has several problems in its application. The main problem faced by teacher tends to be students motivation in participating the online learning activity.

Online learning required students to be assisted using learning media only, all of the learning activities are carried out from home. While

at home, students are not well prepared to start online learning because of the many distractions. Nuraeni and Nurmalia (2020) stated that students are lack of paying attention to the material given, even copy and paste tasks happen frequently during online learning using WhatsApp group. Students are difficult to focus on the material because they study while being interspersed with other activities. Teacher also have to deal with students' low participation in joining and giving attention to the material provided in the WhatsApp group, there are some students who never give respond and often late in submitting the assignments.

In line with the findings of research by Desi and Titin (2021) in the journal that just some students who actively give comments and teacher can not find wether students were actually taking part of the online learning or not. Related to some problems, teacher notices that thing and conducts home visits to some students to ask what problems they are facing because they often did not do their assignments on time and do not respond in the group. The teacher eventually discovered that some students had issues with limited data internet and their handphone had been broken, this was experienced by students who came from poor families. Schools have not provided data subsidies for students who come from economically difficult families.

Meanwhile, students experienced difficulties in lack of communication and interaction with each other. As stated by Nursalam (2008:14) that there is a lack of interaction between teacher and students,

also tendency to ignore academic or social aspects. Students have difficulty understanding the material independently without any two-way interaction. It is not enough for students to be able to absorb the material only from videos, they also need a teacher to delivering the material. Like the problem that has been raised by the teacher, students also have unstable motivation in studying at home. Students are difficult to focus on the learning and even get distraction easily at their home. Students said that, if there was a problem or find difficulty related to the material, they would mostly just ask their friends through private chat. Especially, English is not students' mother language and they have to struggle to learn it on their own.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the findings of the research that were collected from the observation. Interviews and documentation conducted by the researcher at SMP N 1 Pedan in 9A class, it can be determined that teacher used YouTube video and WhatsApp as media for providing material during the online learning and applied web course learning model. Teacher used YouTube to find various types of video material and then delivered the selected videos in the WhatsApp. Meanwhile WhatsApp group as a tool to distribute YouTube video material and communication. On the WhatsApp, teacher made extensive use of text messages and video send feature.

On the implementing of mixing YouTube and WhatsApp, there were online learning preparation, main activity and closing. On the online learning preparation, teacher prepared material long before the online learning started. Teacher explored and analyzed some download videos on YouTube in accordance with the learning objectives, adapted to material aspects and standard criteria. Next, the main activity was by sent the video to the WhatsApp group followed by some information and students review the video material. The last step is closing, students were given assignments related to the topic of material and completed the task according with the teacher's instructions.

Facing online learning, teacher and students were dealing with a new educational system by using a new media to assist the learning process. The teacher and students 9A of SMP N 1 Pedan discovered some advantages and disadvantages of mixing YouTube and WhatsApp. The advantages that generally felt most intensely through this mixing medias are the availability of learning materials that accessible and the flexibility of teaching and learning process because the learning material is more interesting with small data usage and the materials are stored and can be studied at any time. Meanwhile, the problem are divided into two, the first is the problem faced by the teacher are lots of students were passive, students tend to be late in submitting the assignments and teacher could not monitor and assist the students learning. Second, the problem faced by students such as students could not do an interactive communication, students were easy to get distractions, consumed a lot of phone memory storage and students were difficult to comprehend the material.

In the results of interviews and observations made by researchers by joining the WhatsApp group in English class 9A, YouTube video and WhatsApp become the most appropriate and effective media which easily distribute the material to students because they show a great interest in the videos form of material even before the online learning is implemented. But in the process during online learning, students were unable to fully accept the material contained in the YouTube video. This is different from their ability to learn through YouTube videos at school which is considered quite good in understanding the material. After seeing the results of the observations made by the researchers and the results of interviews

with students, this happened because the teacher did not provide assistance to students when online learning was carried out and students' sense of responsibility has not risen enough.. After reviewing YouTube videos, students must get an additional material and explanations from the teacher so that students can understand the material in depth. In addition, the teacher did not encourage students to actively interact and communicate on WhatsApp group to discuss the material that has been provided.

B. Suggestions

1. For the Teacher

In this rapidly changing era, teachers have to keep upgrading their skills. Besides, the educational system is constantly changing and evolving. To support learning, teachers must continue to innovate by utilizing expanding media and enhancing the performance of various forms of media. Teachers must actively encourage and urge the students to be active learners who are willing to ask questions.

2. For the school

Increase support for online learning facilities and services, especially data to help the students who are less well off.

3. For other researchers

This research is definitely far from perfect, due to some limitations of the researcher's knowledge. Researchers hope that there will be similar research that can study further related to this research. However, the researcher hopes this thesis can be used as a for further researchers.

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APPENDICES

Appendix 1

Interview

A. Interview for teacher

1. Bagaimana pembelajaran online di SMP N 1 Pedan berlangsung?
2. Apa alasan menggunakan YouTube dan WhatsApp sebagai media belajar?
3. Bagaimana kemampuan murid dalam menggunakan media online berupa YouTube dan WhatsApp sebagai media pembelajaran?
4. Sejauh mana strategi yang digunakan bapak untuk membantu dalam mengajar online dengan media video YouTube dan WhatsApp?
5. Bagaimana peran YouTube dan WhatsApp sebagai media penyampaian materi dalam pembelajaran online?
6. Apakah fitur-fitur yang ada didalam YouTube dan WhatsApp dapat dimaksimalkan dalam pembelajaran secara online?
7. Apakah pembelajaran online dengan menggunakan media YouTube dan WhatsApp sejauh ini berjalan dengan baik?
8. Apa saja kelebihan yang bapak rasakan sebagai guru dengan menerapkan pengajaran menggunakan kombinasi YouTube dan WhatsApp?
9. Apa saja kesulitan yang dihadapi dalam pembelajaran bahasa inggris melalui perantara YouTube dan WhatsApp?
10. Bagaimana cara untuk menghadapi berbagai kendala yang dialami tersebut?

B. Interview for students

1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?
2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?
3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?
4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?
5. Apa saja kekurangan yang dialami dalam penggunaan media online melalui video YouTube dan WhatsApp sebagai sarana pembelajaran?
6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?

Followings are the results of interview with the teacher and students of 9A class SMP N 1 Pedan :

A. Interview sheet for teacher

Teaching process in implementing online learning media in ninth grade students of 9A at SMP N 1 Pedan

1. Bagaimana pembelajaran online di SMP N 1 Pedan berlangsung?

Pembelajaran untuk anak-anak disini selama online memanfaatkan WhatsApp dan video YouTube sebagai media belajarnya mbak.

(Dat/Int/IM-1)

2. Apa alasan menggunakan YouTube dan WhatsApp sebagai media belajar?

*Karena YouTube dan WhatsApp itu aplikasi yang mudah diakses dan memang banyak digunakan mbak bahkan sebelum adanya pembelajaran online itu sendiri, jadi saya rasa para siswa juga akan paham pengoperasiannya karena sudah familiar. WhatsApp kan juga memang paling banyak dipakai orang dan mudah untuk komunikasi, pembelajaran lewat YouTube juga lebih menyenangkan mbak, fresh dan tidak membosankan juga gampang untuk diakses tinggal search mau cari materi video apa dan tinggal sortir cari video yang sesuai. Disatu sisi lain juga kan download dua aplikasi itu juga nggak ribet. WhatsApp juga tidak boros kuota, sedangkan YouTube juga kan bisa disesuaikan kualitas/resolusinya untuk tidak memakan banyak kuota. Saya juga kan kalau misalnya download video YouTube kemudian saya kirim ke WhatsApp juga itu videonya size mb jadi lebih kecil juga. **(Dat/Int/IM-2)***

3. Bagaimana kemampuan murid dalam menggunakan media online berupa YouTube dan WhatsApp sebagai media pembelajaran?

Alhamdulillah semua murid bisa mengoperasikan YouTube dan WhatsApp, karena sebelum adanya pembelajaran online kan dua aplikasi tersebut sudah biasa digunakan oleh mereka. Tapi ya balik lagi mbak, dulu kan kebanyakan pakai aplikasi itu hanya sebagai sarana komunikasi dan

hiburan sedangkan sekarang sepenuhnya dijadikan sebagai alat penyampaian materi. (Dat/Int/IM-3)

4. Sejauh mana strategi yang digunakan bapak untuk membantu dalam mengajar online dengan media video YouTube dan WhatsApp?

Kalau secara daring, secara online biasanya setiap chapter itu ada pengiriman video pembelajaran dan diikuti tugas harian sebagai evaluasi dari materi yang sudah dikirim kan kalau secara offline biasanya ada pembelajaran video secara langsung tapi kebanyakan kalau online lewat video kan anak-anak yang kurang memberi respon, kurang peduli karena hubungannya dengan kuota, kebanyakan keluh kesahnya seperti itu. (Dat/Int/IM-4)

5. Bagaimana peran YouTube dan WhatsApp sebagai media penyampaian materi dalam pembelajaran online?

Selama pembelajaran online ini video YouTube tetap selalu ada karena membantu menggantikan guru yang mengajar, video itu sebagai pengganti guru sebagaimana waktu mengajar seperti offline, setelah video itu selesai ditonton dan dipelajari nah nanti tinggal guru memberikan tugas dan memberikan penjelasan tambahan jika murid masih bingung. Sedangkan WhatsApp sebagai jembatan untuk mendistribusikan video tersebut kepada anak-anak dan alat komunikasi utama dalam melajukan diskusi tanya jawab atau berbagi informasi lainnya. (Dat/Int/IM-5)

6. Apakah fitur-fitur yang ada didalam YouTube dan WhatsApp dapat dimaksimalkan dalam pembelajaran secara online?

Untuk fitur saya lebih memaksimalkan chat dan pengiriman video YouTube saja mbak. Tugas anak-anak pun secara tertulis saja, sedangkan bahasa inggris ada 4 skill. Saya ambil contoh skill speaking dan dengan kondisi online seperti ini lewat voice note itu kok kelihatannya belum mampu anak-anak, tugas tertulis saja masih pada lewat deadline yang ditentukan tapi kalau offline kan rata-rata langsung maju dan bisa dipantau. (Dat/Int/IM-6)

7. Apakah pembelajaran online dengan menggunakan media YouTube dan WhatsApp sejauh ini berjalan dengan baik?

Ya saya rasa tidak semaksimal kalau lewat offline, kalau online itu kan sifatnya hanya pengganti istilah pengganti gurunya kan sifatnya statis istilahnya anak hanya bisa mendengarkan dan melihat tanpa bisa bertanya, kalau offline kan misalnya tidak tahu bisa bertanya langsung secara face to face. Mendengarkan video online itu saja kadang banyak gangguan seperti diganggu adiknya, orang tua kadang manggil dan lain lain jadi kurang maksimal saya rasa. Diskusi juga hanya dilakukan via chat dan tidak seluruhnya bisa merespon karena mungkin malah chattingan sama temen-temennya diluar grup. (Dat/Int/IM-7)

8. Apa saja kelebihan yang bapak rasakan sebagai guru dengan menerapkan pengajaran menggunakan kombinasi YouTube dan WhatsApp?

Tentunya lebih mudah mbak, karena dengan video itu sudah mewakili materi yang akan dijelaskan tinggal respon anak bagaimana. Di YouTube itu kan juga luas dan tersedia banyak video materi pembelajaran dan saya memang sudah terbiasa mencari materi-materi bahasa Inggris di YouTube itu tidak mengalami kesulitan jadi lebih cepet dapat materinya. WhatsApp pun juga mudah diakses untuk mengirimkan berbagai macam materi dan tidak terlalu menghabiskan kuota. (Dat/Int/IM-1)

Teacher problems in implementing online learning media

1. Apa saja kesulitan yang dihadapi dalam pembelajaran bahasa inggris melalui perantara YouTube dan WhatsApp?

Kalau pembelajaran lewat WhatsApp ini agak susah karena kurang ada feedback, kalau untuk video YouTube anak tidak bisa bertanya karena ibaratnya ada yang ngomong dan sini cuma bisa mendengarkan. Lewat online ini anak-anak kadang tidak ada respon mbak di grup setelah menonton video, jadi entah sebenarnya dia paham atau tidaknya itu kita tidak tahu. Saya juga tidak bisa mengawasi dan mendampingi anak-anak

mbak kalau online begini, jadi saya gak tau apakah mereka benar-benar mempelajari materi yang dikirim atau malah disambi hal-hal lain seperti masih tiduran dan cuma sebatas nongol digrup bentar biar keliatan. Selama pembelajaran in pun untuk nimbrung grup tidak selalu on time, kalau dikasih tugas pun rata-rata tidak mengerjakan tepat waktu dan cenderung diulur-ulur. (Dat/Int/PI-2)

2. Bagaimana cara untuk menghadapi berbagai kendala yang dialami tersebut?

Ya strategi nya begini mbak, hanya lewat teman kalau tidak lewat teman ya home visit ke rumah. Jadi jika ada siswa yang tidak aktif, sangat terkendala kuota, mengalami kendala dan kesulitan dalam mengikuti pembelajaran gitu rata-rata akan home visit untuk didampingi dan ditanya apa kendalanya seperti ada tugas di grup kok tidak direspon, ada video di grup juga tidak direspon atau pekerjaan-pekerjaan yang tidak kunjung dikumpulkan. (Dat/Int/PI-3)

B. Interview sheet for students

Nama : Abilio Careto Hasto Arum

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

Tidak menyenangkan. Tidak ada interaksi langsung dengan guru dan juga kurangnya pemahaman materi. Tetapi kombinasi tersebut merupakan hal baru, walaupun efektivitasnya menurutku masih rendah karena belum terbiasa. (Dat/Int/IM/AC-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

Ya, banyak membantu tentunya kalau tidak paham dengan materi yang ada dimodul bisa liat penjelasan video yang di YouTube. (Dat/Int/IM/AC-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

Menurutku fitur-fiturnya sudah cukup oke dan guru bisa memaksimalkan fiturnya untuk ngirim video materi itu. (Dat/Int/IM/AC-3)

- 4. Apa saja kekurangan yang dialami dalam penggunaan media online melalui video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Tidak ada interaksi secara langsung saat penyampaian materi, jadi ada materi yang susah dipahami dan tidak bisa tanya langsung. (Dat/Int/PI/AC-3)

- 5. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Ya materinya bisa disimpan di HP dan bisa diputar ulang sewaktu-waktu dan bisa nyambi kegiatan lain. Pake YouTube juga asik karena bentuknya

video ada gambar-gambarnya yang setidaknya lebih menarik daripada cuma lewat buku suka bosan. (Dat/Int/PI/AC-4)

6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?

Tidak ada saran, menurutku udah pas (Dat/Int/PI/AC-6)

Nama : Adi Nur Anggoro Putro

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

Yang saya rasakan tu materine ringkes tapi nggak terlalu buat paham, lebih paham kalau di ajarin di sekolah kak. (Dat/Int/IM/AN-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

Penggunaan media youtube dan wa membantu saya menunjang untuk pemahaman bahasa Inggris tetapi tidak seperti pas di ajarin di sekolah kak kalo di sekolah rasanya lebih paham soalnya langsung sama gurunya. (Dat/Int/IM/AN-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

Menurut saya fitur fitur nya udah lengkap dan mendukung para siswa untuk menyampaikan materi secara daring. (Dat/Int/IM/AN-3)

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Kelebihan dari penggunaan media youtube itu pas penyampaian materinya pake video animasi bkin kita tertarik dan materi dapat disimpen dan dipelajari secara berulang ulang. (Dat/Int/IM/AN-4)

- 5. Apa saja kekurangan dalam penggunaan media online melalui video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Materine banyak yang nggak paham & susah aja kalau sinyalnya lg jelek buat nonton video. (Dat/Int/PI/AN-5)

- 6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

Guru nya menjelaskan materi menurut versinya. (Dat/Int/PI/AN-6)

Nama : Adrian Putra Ramadhan

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

Jadi ada pengalaman baru karena sebelumnya belum pernah belajar secara online. (Dat/Int/IM/AP-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

Ya, saya tetap bisa paham walaupun hanya lewat online dan kalo nggak paham nanti masih bisa bertanya. (Dat/Int/IM/AP-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

Fitur-fiturnya menurutku lengkap, guru juga sering ngirim video materi tapi guru kurang mengeksplor beberapa fiturnya misalnya ada fitur voice note juga tidak digunakan, soalnya kalau misalnya ada diskusi tapi lewat ketikan lebih banyak menyita waktu (Dat/Int/IM/AP-3)

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Sisi positif yang saya terima adalah dengan lewat YouTube dan WhatsApp ini pastinya mempermudah mengikuti pembelajaran yang sekarang bersifat online ini. Pelajaran jadi tidak membosankan, banyaknya tutor/penjelasan, tambah pengetahuan baru. (Dat/Int/IM/AP-4)

- 5. Apa saja kekurangan dalam penggunaan media online melalui video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Borosnya penggunaan memori pada handphone, karena sering sekali guru yang memberikan video dan saat di WA pun nggak semua murid pada aktif dan saya jadi sering melihat HP dan mengakibatkan saya pusing,

mengantuk dan malas untuk mengerjakan tugas yang belum selesai.

(Dat/Int/PI/AP-5)

6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?

Mending tiap ngirim materi diadakan diskusi di grup dan saling nangepin gitu pake vn lebih cepet untuk ngasih feedback pas diskusi biar gak menyita

waktu. (Dat/Int/PI/AP-6)

Nama : Andrea Respati Satya A

1. **Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

sulit memahami materinya mbak,soalnya tidak ada perincian materi dan penjelasan mendetail yang disampaikan oleh guru. (Dat/Int/IM/AR-1)

2. **Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

kurang membantu dan kurang efektif bagi saya. (Dat/Int/IM/AR-2)

3. **Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

Sebenarnya udh karna pembelajaran juga tetep berjalan tapi kadang susah paham kalau gak dijelasin langsung. (Dat/Int/IM/AR-3)

4. **Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

kalau ada tugas bisa cari di google/translate. (Dat/Int/IM/AR-4)

5. **Apa saja kekurangan yang dialami dalam penggunaan media online melalui video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Pertama pasti sinyal,terus kadang males mbak,soalnya cara penyampaian materi sama saja,yang pertama aja bingung apalagi kalau dilanjut.Terus jarang ada diskusi di grup, kalau ada yg bingung murid harus tanya japri dan itupun belum tentu fast respon dan tidak terlalu detail penjelasannya, guru lebih detail menjelaskan kalau offline. (Dat/Int/PI/AR-5)

6. **Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

saran saja,kalau bisa gurunya membuat vidio sendiri dengan penjelasan-penjelasan yang mendetail. (Dat/Int/PI/AR-6)

Nama : Anesha Margareth S

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

menurut aku sebenarnya memudahkan sih ka, tpi sebagian org juga pada ga paham dgn pembelajaran lewat online(yt/wa). (Dat/Int/IM/AM-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

selama ini masi kurang ka, aku pham dikit" pun karena hrs muter" lagi sama tanya temen. (Dat/Int/IM/AM-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

Sudah cukup, tinggal gurunya aja haruse kasih penjelasan lanjutan (Dat/Int/IM/AM-3)

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

klo yg aku rasakan keuntungan/kelebihanny ngga ada ka tpi mungkin bgi org"sebagian ada yg paham. (Dat/Int/IM/AM-4)

fiturnya lengkap dan mendukung tp aku lebih suka kalo offline ka. (AM-5)

- 5. Apa saja kekurangan yang dialami dalam penggunaan media online melalui video YouTube dan WhatsApp sebagai sarana pembelajaran?**

ga paham materi, susah dimengerti dan cara penjelasanny bertele"biasany ka. (Dat/Int/PI/AM-5)

- 6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

mungkin penjelasanny agak lengkap dan mudah dimengerti. (Dat/Int/PI/AM-6)

Nama : Annisa Uki Arumningtyas

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

kurang nyaman, soalnya penjelasannya susah dipahami, kalo mau nanya" bingung, akhirnya jadi males. (Dat/Int/IM/AU-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

Enggak. (Dat/Int/IM/AU-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

iyaa sudah. (Dat/Int/IM/AU-4)

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

bisa belajar dirumah, gak perlu pagi" ke sekolah. (Dat/Int/IM/AU-4)

- 5. Apa saja kekurangan yang dialami dalam penggunaan media online melalu video YouTube dan WhatsApp sebagai sarana pembelajaran?**

kurang paham sama materi yang dijelaskan. (Dat/Int/PI/AU-3)

- 6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

setelah dikasih video, guru memberikan contoh soal, kalo ada yang tidak dimengerti bisa dijelaskan lagi sama gurunya. (Dat/Int/PI/AU-5)

Nama : Atia Mazian Affandi

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

menarik, karena kalau pake media belajar youtube ada gambarnya yang membuat kalau belajar itu jadi lebih semangat. (Dat/Int/IM/AA-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

bisa, karena dapat menunjang pemahaman akan materi yang tersampaikan. tetapi kurang efektif karena tidak semua materi mampu diserap dgn mudah hanya lewat beberapa apk online. (Dat/Int/IM/AA-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

sudah cukup lengkap. (Dat/Int/IM/AA-3)

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

bisa belajar dimana dan kapan saja sama lebih menarik biasanya kalau youtube menjadi perantara belajar. (Dat/Int/IM/AA-4)

- 5. Apa saja kekurangan yang dialami dalam penggunaan media online melalui video YouTube dan WhatsApp sebagai sarana pembelajaran?**

jaringan bermasalah, kadang kuota tiba tiba habis jadi kadang ketinggalan info. (Dat/Int/PI/AA-3)

- 6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

sebaiknya tetap diberi penjelasan versi guru sendiri, karena kalau memahami sendiri apalagi lewat youtube atau wa kadang malah jadi bingung sendiri dan kadang susah dipahami. (Dat/Int/PI/AA-6)

Nama : Aulia Tiara Putri Dewanti

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

Pembelajarannya mudah dipahami, lebih simpel, tapi kadang agak bingung kalo tanpa video pembelajaran nya. (Dat/Int/IM/AT-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

lewat video YT sama WA ya menunjang pemahaman materi kak selama online tapi kalo belajar sendiri tuh bingung karena ngga ada guru. (Dat/Int/IM/AT-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

Sudah lengkap. (Dat/Int/IM/AT-3)

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

keuntungan/kelebihannya bisa belajar sambil rebahan, dan lebih mudah memahami karena ada video yg jelas dan penjelasan yang rinci. (Dat/Int/IM/AT-4)

- 5. Apa saja kekurangan yang dialami dalam penggunaan media online melalui video YouTube dan WhatsApp sebagai sarana pembelajaran?**

kendalanya kalau bingung sama materinya tapi tidak bisa interaksi. (Dat/Int/PI/AT-5)

- 6. Apa saran dari anda mengenai penggunaan media YouTube dan WhatsApp dalam pembelajaran bahasa Inggris?**

saran saya sebaiknya guru stlh memberi video youtube pembelajaran di sertai oleh penjelasan pribadi guru itu agar semakin mudah dipahami. (Dat/Int/PI/AT-6)

Nama : Awang Mustika Bagus P

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

Menjadi pengalaman yg baru, ya tetep seneng sih soalnya msih bisa belajar walaupun online tp media nya mendukung. (Dat/Int/IM/AB-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

Bisa kk tp aku lebih suka offline sm guru dan bisa diskusi sm temen. (Dat/Int/IM/AB-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

Udh tp ya itu td aku tetep lebih suka lanngsung tatap muka mbe gurunya kk. (Dat/Int/IM/AB-3)

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Bisa belajar sambil ngapa2in dan gk ush ke sekolah soalnya bisa belajar dmn pun. (Dat/Int/IM/AB-4)

- 5. Apa saja kekurangan yang dialami dalam penggunaan media online melalu video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Gk bisa interaktif karena gk ada diskusi langsung dan kalo belajar dirumah lebih gk fokus soalnya bnyak godaan kk hehe. (Dat/Int/PI/AB-5)

- 6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

Habis kirim materi diadakan diskusi/tanya jawab, soalnya aku jg nek mau memulai di grup gk berani dan mlh nunggu yg lain tp yg lain jg pd diem. (Dat/Int/PI/AB-6)

Nama : Cesy Friskila BR Pandiang

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

mungkin kesannya dari saya,itu pengalaman terbaru sih kak,ada kombinasinya dan kreativitas di Vidio nya yg ngebuat siswa" nya ga terlalu jenuh/bosan (Dat/Int/IM/CF-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

Membantu kak,tpi mungkin ada beberapa materi yg mungkin agak susah dipahami kalau enggak dijelasin lagi sama gurunya (Dat/Int/IM/CF-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

untuk pembelajaran online ini mgkin sudah cukup kak (Dat/Int/IM/CF-3)

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

keuntungannya,mungkin banyak inovasinya kak, penyampaian nya kreatif, sm waktu deadline yg cukup banyak jadinya enggak terlalu terburu"(Dat/Int/IM/CF-4)

- 5. Apa saja kekurangan yang dialami dalam penggunaan media online melalu video YouTube dan WhatsApp sebagai sarana pembelajaran?**

mungkin sinyal yg kadang jelek jd ketinggalan cek materi kak sm kadang materi yg disampaikan kurang jelas (Dat/Int/PI/CF-3)

- 6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

mungkin setelah diberi media dari Youtube/WhatsApp nya sebaiknya guru juga memberi penjelasan lebih lanjut dan diberi contoh" soal nya lagi kak,supaya lebih menguasai lagii (Dat/Int/PI/CF-6)

Nama : Chornelia Iswya Idris P

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

Kalo pake YouTube sm whatsapp itu lebih bisa fokus karna penjelasannya lebih singkat dan lebih mudah dimengerti (Dat/Int/IM/CI-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

kurang lebih kyk gitu, tapi kalo buat aku sendiri aku sedikit lebih paham daripada dejasin disekolah sama gurunya (Dat/Int/IM/CI-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

kalo menurut aku (maaf saya ngga terlalu tau tentang hp) sudah cukup lengkap (Dat/Int/IM/CI-3)

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

kalo pake aplikasi itu bisa belajar dimana aja dan lebih gampang aja gitu rasanya (Dat/Int/IM/CI-4)

- 5. Apa saja kekurangan yang dialami dalam penggunaan media online melalui video YouTube dan WhatsApp sebagai sarana pembelajaran?**

pake YouTube+WA itu kalo ngepasin pas sinyal ngga ada, jaringan jelek atau pas ngga ada paket data itu agak susah buat download (Dat/Int/PI/CI-5)

- 6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

kalo dari Vidio YouTube memang lebih praktis tapi setelah itu kan gurunya ngga jelasin apa" jadi kita kurang tau ini harusnya dikasih dibagian mana kyk gitu (Dat/Int/PI/CI-6)

Christian Immanuel

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

Aku ngga paham sih kak kalo make video youtube di whatsapp walaupun nerangin nya udah jelas tapi aku pribadi tetep nga bisa mahaminn

(Dat/Int/IM/C-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

Bisaa membantu lah kalau untuk online gini **(Dat/Int/IM/C-2)**

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

Udah lengkap **(Dat/Int/IM/C-3)**

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Bisa belajar dimana aja dan sambil tiduran **(Dat/Int/IM/C-4)**

- 5. Apa saja kekurangan yang dialami dalam penggunaan media online melalu video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Kalo aku kadang gakbisa fokus, kan kadang sambil tiduran trs mlh ngantuk sama gangguan” sekitar gitu kadang berisik **(Dat/Int/PI/C-5)**

- 6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

Setelah kasih video seharusnya bapak/ibu guru menanyakan kepada siswa tentang apa yg telah di paham i atau mungkin ada yg belum paham mengenai video tersebut **(Dat/Int/PI/C-6)**

Nama : Dini Nur Faziri

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

Tidak suka, karena tidak terlalu bisa untuk memahami kalimatnya yang ada di video yang sudah di share (Dat/Int/IM/DN-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

Ya, setidaknya bisa membantu untuk mengerjakan tugas yang diberikan oleh bpk/ibu guru (Dat/Int/IM/DN-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

Sudah cukup lengkap tapi gurunya yang kurang menjembatani murid-muridnya dalam pemahaman, lebih enak dijelaskan secara langsung kaya pas pembelajaran offline (Dat/Int/IM/DN-3)

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Adanya kerugian karena boros kuota, tiap pagi buka grup WA kebanyakan cuma ngisi absensi sm download video. (Dat/Int/IM/DN-4)

- 5. Apa saja kekurangan yang dialami dalam penggunaan media online melalui video YouTube dan WhatsApp sebagai sarana pembelajaran?**

kalaupun dikirim video dari youtube juga aku g terlalu bisa untuk memahami kaya di sekolah, kalau lewat video YouTube nggak bisa interaksi dengan yang menjelaskan (Dat/Int/PI/DN-5)

- 6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

Diberi penjelasan ringkasnya paling tidak agar bisa dipahami oleh muridnya ((Dat/Int/PI/DN-6)

Nama : Ema Rahmawati Nur Azizah

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

Menurut saya dalam pembelajaran bahasa Inggris menggunakan video YouTube atau WhatsApp cukup membantu bagi saya, dan saat pandemi seperti ini (Dat/Int/IM/ER-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

Penggunaan media online yang diterapkan oleh guru melalui WhatsApp dan juga YouTube bagi saya cukup membantu (Dat/Int/IM/ER-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

Sdah cukup lengkap tapi fitur lain jarang digunakan (Dat/Int/IM/ER-3)

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Bisa belajar sambil rebahan+kapan aja puter materi (Dat/Int/IM/ER-4)

- 5. Apa saja kekurangan yang dialami dalam penggunaan media online melalu video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Jika guru yang mengirimkan tugas dalam bentuk sebuah video YouTube atau video WhatsApp kdg jaringan tidak mendukung jd saya sering tertinggal pelajaran atau info lainnya (Dat/Int/PI/ER-5)

- 6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

Guru juga harus menjelaskan materi yang ada di video tersebut agar siswa yang sudah menonton videonya lebih mengerti penjelasan yang ada di video tersebut (Dat/Int/PI/ER-6)

Nama : Husniyyah

1. **Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

bagus karna media ytb ada gbrnya (Dat/Int/IM/H-1)

2. **Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

Bsa (Dat/Int/IM/H-2)

3. **Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

sedikit kurang krna sy tdk bsa bertanya langsung ap yg ingin sy tanyakan (Dat/Int/IM/H-3)

4. **Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

bsa bljr dmn aj (Dat/Int/IM/H-4)

5. **Apa saja kekurangan yang dialami dalam penggunaan media online melalu video YouTube dan WhatsApp sebagai sarana pembelajaran?**

jaringan jlk,tdk punya kuota, tdk selalu bsa memahami hal yg disampaikan (Dat/Int/PI/H-5)

6. **Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

sebaiknya guru jga memberi penjelasan jga supaya semakin mengerti ap yg dimaksud (Dat/Int/PI/H-6)

Nama : Levina Bunga Negara

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

Mudah dipahami yg penting tau artinya (Dat/Int/IM/LB-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

Iya lumayan membantu dikit sedikit (Dat/Int/IM/LB-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

Sudah cukup melengkapi (Dat/Int/IM/LB-3)

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Lebih jelas aja baca artinya,bisa diulang materinya klo lupa (Dat/Int/IM/LB-4)

- 5. Apa saja kekurangan yang dialami dalam penggunaan media online melalu video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Pas kuotanya menipis,jaringan jelek itu minusnya (Dat/Int/PI/LB-5)

- 6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

ya harusnya klo udah dikasih video YT buat belajar gurunya juga hrus kasih penjelasan lagi biar muridnya tmbah ngerti apa yg dimaksud dri materi itu (Dat/Int/PI/LB-6)

Nama : Meisa Apriyanti

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

kesan yang saya rasakan yaitu cukup mudah untuk dipahami, dan juga membantu dalam proses belajar. (Dat/Int/IM/MA-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

pembelajaran yg diterapkan melalui media online cukup membantu, akan tetapi sulit juga untuk dipahami sendiri (Dat/Int/IM/MA-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

menurut saya sudah cukup lengkap fitur-fitur yg ada di whatsapp maupun youtube untuk menyampaikan materi dlm pembelajaran online (Dat/Int/IM/MA-3)

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Bisa lebih santai dan menghemat waktu (Dat/Int/IM/MA-4)

- 5. Apa saja kekurangan yang dialami dalam penggunaan media online melalui video YouTube dan WhatsApp sebagai sarana pembelajaran?**

jaringan yg terkadang jelek dan kuota habis sehingga ketinggalan info materi (Dat/Int/PI/MA-5)

- 6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

saran saya yaitu, diberi penjelasan yang lebih lengkap lagi dri guru mapel agar mudah dipahami lagii (Dat/Int/PI/MA-6)

Nama : Michael Ghibsen Prasetyo

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

Kesan say tersedia kurang worth it bagi pembelajaran siswa di karenakan siswa harus mencari den mempelajari sendiri, materi yg ada. Padahal di rumah siswa lebih sering tidur atau rebahan yg akibat nya siswa menjadi lebih malas (Dat/Int/IM/MG-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

Kurang membantu, bagi saya sendiri kurang paham akan pembelajaran online dikarenakan tidak bisa bertanya kepada guru (Dat/Int/IM/MG-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

Fasilitasnya udah ckp lengkap tapi ya selama ini cuma pake chat sm video (Dat/Int/IM/MG-3)

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Keuntungan/kelebihan dari pembelajaran online bagi saya adalah, saya dapat belajar dengan cara yg berbeda dari biasanya (Dat/Int/IM/MG-4)

- 5. Apa saja kekurangan yang dialami dalam penggunaan media online melalu video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Masalah yang saya hadapi itu paling cuma menuhin memori handphone soalnya videonya lumayan banyak (Dat/Int/PI/MG-5)

- 6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

Saran dari saya sendiri, diadakan nya live streaming untuk para siswa (Dat/Int/PI/MG-6)

Nama : Naura Yumna

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

Kesan yang saya ialah mendapat pengalaman baru belajar melalui video YouTube dan WhatsApp serta menambah wawasan belajar bahasa Inggris

(Dat/Int/IM/NY-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

Untuk saya pribadi sedikit membantu dalam menunjang pemahaman bahasa Inggris

(Dat/Int/IM/NY-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

Untuk saat ini menurut saya sudah cukup lengkap fitur-fiturnya untuk menyampaikan pembelajaran online

(Dat/Int/IM/NY-3)

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Lebih santai, bisa dikerjakan dimanapun dan kapanpun

(Dat/Int/IM/NY-4)

- 5. Apa saja kekurangan yang dialami dalam penggunaan media online melalui video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Jika diberi tugas sering menunda-nunda untuk mengerjakan tugas tersebut

(Dat/Int/PI/NY-5)

- 6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

Saran saya adalah setelah memberi video guru tetap menjelaskan versi guru sendiri secara rinci sehingga murid jauh lebih mengerti

(Dat/Int/PI/NY-6)

Nama : Neuke Salva Pinandhita W

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

cukup membantu untuk mempelajari materi-materi yang mungkin belum atau tidak dijelaskan oleh bp/ibu guru (Dat/Int/IM/NP-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

ya, tetapi tidak benar-benar 100% bisa membantu karna msih ada beberapa kendala (Dat/Int/IM/NP-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

sudah cukup lengkap (Dat/Int/IMNP-3)

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

bisa belajar dimana dan kapan saja juga membantu memperjelas materi dari yg ada di modul (Dat/Int/IM/NP-4)

- 5. Apa saja kekurangan yang dialami dalam penggunaan media online melalu video YouTube dan WhatsApp sebagai sarana pembelajaran?**

kadang ada beberapa video dari youtube yang penyampaiannya bertele-tele jadi susah dipahami (Dat/Int/PI/NP-5)

- 6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

harusnya guru tetap memberikan penjelasan tambahan, enggak semua materi yang diambil dari youtube mudah dipahami dan sesuai dengan materi yang ada di buku (Dat/Int/PI/NP-6)

Nama : Novaldo Nanditya Pradana

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

Kalau untuk pembelajaran ini sdah cukup utk mendampingi pembelajaran online tp sy tetap merasa kurang karena guru tdk memberikan penjelasan spt biasanya (Dat/Int/IM/NN-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

Pake yt sm wa ukup membantu mahamin bhs inggris daripada kalau cuma lewat buku aja (Dat/Int/IM/NN-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

Sbnernya fiturnya cukup lengkap tp guru cuma pake chat sama kirim video (Dat/Int/IM/NN-3)

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Materinya ringkes dan bisa diputer ulang kalo lg lupa sm materinya (Dat/Int/IM/NN-4)

- 5. Apa saja kekurangan yang dialami dalam penggunaan media online melalu video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Tidak bisa berinterasi dan bertanya langsung kalau ada yg bingung karena cuman bisa liat dan mendengarkan videonya (Dat/Int/PI/NN-5)

- 6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

Pengennya ya guru memanfaatkan fitur lain agar bisa berdiskusi dan berinteraksi biar paham lebih paham materi (Dat/Int/PI/NN-6)

Nama : Nursaid Samsulhadi

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

Menjadi pengalaman belajar yg baru tp aku suka sih kak soalnya jadi paham kalo belajar tuh bisa lewat apa aja sama video nya nggak bikin bosan soale ada animasi2 yg menarik (Dat/Int/IM/NS-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

Utk pembelajaran lwt online ini banyak membantu sih kak (Dat/Int/IM/NS-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

Utk kebutuhan belajar online di kelasku sih cukup kak yen menurutku (Dat/Int/IM/NS-3)

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Materinya bisa disimpan di hp dan bisa diputer tanpa ngabisin kuota (Dat/Int/IM/NS-4)

- 5. Apa saja kekurangan yang dialami dalam penggunaan media online melalui video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Kalo ada materi yg susah nggak bisa nanya langsung ke guru dan kalo lewat wa i komunikasinya kadang slowrespon (Dat/Int/PI/NS-5)

- 6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

Nggak ada kak, udah cukup menurutku (Dat/Int/PI/NS-6)

Nama : Priscilla Natasya De V

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

Kesan pertama saya adalah hal tersebut sangat membantu dalam pemahaman materi lebih lanjut dan memberi penjelasan yang singkat serta jelas dengan berbagai metode cara agar pendengar juga dapat menyerap materi dengan cepat.

Kesan kedua saya, media online juga memberi peluang bagi mereka yang mempunyai minat maupun ambisi mereka untuk memperdalam bahasa Inggris mereka. (Dat/Int/IM/PN-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

Metode pembelajaran online maupun video dari Youtube tentu saja sangat membantu saya dalam belajar, dan menambahkan ilmu" kepada saya serta mengetahui dimana kemajuan saya dalam menangkap ilmu tersebut.

(Dat/Int/IM/PN-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

Menurut pendapat saya sendiri sudah, karna fitur Youtube maupun WA dapat memudahkan kita untuk belajar secara online (Dat/Int/IM/PN-3)

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Kelebihan saya dalam memahami materi tentu nya bisa belajara dari berbagai sudut pendapat dan berbagai metode yang unik dari orang lain yang membuat saya lebih tertarik untuk memperdalam materi dan untuk kekurangan saya kurang yakin apa saja karna media online sudah sangat

luas dan jelas untuk kita bisa mencari ilmu apapun yang kita inginkan
(Dat/Int/IM/PN-4)

5. Apa saja kekurangan yang dialami dalam penggunaan media online melalui video YouTube dan WhatsApp sebagai sarana pembelajaran?

Kendala-kendala yang dialami sebagian besar karena jaringan jelek dan tidak adanya kuota internet, dan sulit untuk interaktif membuat saya kesulitan bertanya terkait materi yang blm saya pahami, namun beberapa juga ada yang datang dari gangguan rumah seperti distraksi suara dan aktifitas orang rumah membuat saya tidak fokus dalam pembelajaran
(Dat/Int/PI/PN-5)

6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?

Saran saya sendiri untuk guru agar lebih aktif juga dalam memperjelas / mengulang materi dari media online maupun Youtube agar murid juga dapat berinteraksi langsung & bertanya secara langsung kepada guru agar mempermudah murid dalam menangkap ilmu serta membuat beberapa soal versi guru sendiri untuk memperjelas apa yang dimaksud dari penjelasan materi tersebut. **(Dat/Int/PI/PN-6)**

Nama : Raafi Al-Aziz Megantoro

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

Cukup efektif pembelajaran lewat wa dan youtube soalnya materinya jadi lebih ringkas dan tidak boros waktu (Dat/Int/IM/RA-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

Lumayan bisa, guru selalu memanfaatkan materinya untuk kirim materi buat murid tp aku kadang gak paham sm materinya (Dat/Int/IM/RA-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

Sementara ini udah soalnya guru juga cm kirim materi video dan chat grup. Pgnnya ada diskusi vctp gakbisa karena terbatas (Dat/Int/IM/RA-3)

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Materi lebih ringkas dan kalau dibandingkan aplikasi lain, youtube dan wa gak terlalu banyak sedot kuota (Dat/Int/IM/RA-4)

- 5. Apa saja kekurangan yang dialami dalam penggunaan media online melalui video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Gak bisa nanya langsung, nanya pribadi ke guru juga pasti penjelasannya tdk sedetail biasanya, tetap maksimal offline (Dat/Int/IM/PI-5)

- 6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

Guru kasih penjelasan tambahan lagi, jgn hanya kasih video aja (Dat/Int/PI/RA-6)

Nama : Rafael Mozez Dwi Cahyo H

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

Kesannya lebih enak aj dimengerti daripada di jelasin sama guru karena ada animasinya (Dat/Int/IM/RM-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

Bisa karena sejauh ini menurutku itu sdh aplikasi yang paling efektif dan gampang dipake (Dat/Int/IM/RM-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

Sdh cukup (Dat/Int/IM/RM-3)

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Lebih enak karena bisa belajar di rumah dan dimana aj (Dat/Int/IM/RM-4)

- 5. Apa saja kekurangan yang dialami dalam penggunaan media online melalui video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Tidak ada kak sebenere. Pol2 cuma kalo jaringanku lg lemot aja kak (Dat/Int/IM/RM-5)

- 6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

Guru menjelaskan lebih detail untuk memastikan pada paham (Dat/Int/IM/RM-6)

Nama : Rian Adi Prakoso

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

Sebenarnya asik kak tapi kadang aku nggak bisa paham materinya
(Dat/Int/IM/RP-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

Sudah soalnya gunain aplikasinya juga mudah dan akses tugas juga jd lebih efektif (Dat/Int/IM/RP-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

Sudah bagus (Dat/Int/IM/RP-3)

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Materinya lebih singkat dan padat, gampang diakses (Dat/Int/IM/RP-3)

- 5. Apa saja kekurangan yang dialami dalam penggunaan media online melalui video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Kalo ada yg ga nggak paham ribet nanya2nya karena nggak interaksi langsung (Dat/Int/PI/RP-5)

- 6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

Penjelasannya lebih mendetail lagi biar murid lebih paham sma materinya kak (Dat/Int/PI/RP-6)

Nama : Siska Adelia Novfitriyani

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

pembelajaran yang baru pastinya, ya asik sih materinya lebih ringkes dan aku enjoy aja (Dat/Int/IM/SA-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

Uttku pribadi menunjang pembelajaran selama online ini mbak (Dat/Int/IM/SA-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

Sudah cukup kak walaupun jarak jauh tp belajarnya tetap bisa berjalan dan pengiriman materi berjalan dengan baik (Dat/Int/IM/SA-3)

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Materinya ringkes dan bisa belajar dalam keadaan apapun jadi lebih terasa efisien mbak (Dat/Int/IM/SA-4)

- 5. Apa saja kekurangan yang dialami dalam penggunaan media online melalu video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Kekurangannya kalo tdk paham sama materinya aja gitu ga interaktif mbak, kebanyakan video jg menuhi memori (Dat/Int/PI/SA-5)

- 6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

Gurunya ngasi penjelasan tambahan atau sekali” gurunya bikin video sendiri (Dat/Int/PI/SA-6)

Nama : Tegar Ramadhan Putra H

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

Kudu beradaptasi dlu karena belajarnya ga kyk yang biasanya tatap muka tapi rasanya pake youtube sama wa itu enak aja sih (Dat/Int/IM/TR-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

Cukup membantu karna materinya padat dalam 1 video dan komunikasi lewat wa gampang (Dat/Int/IM/TR-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

Udah cukup dan mendukung (Dat/Int/IM/TR-3)

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

tidak capek capek jauh dateng ke sekolah dan belajar dirumah, materinya ada di video dan ga usah capek2 banyak nulis kalo lupa sama materinya bisa buka video ne lagi (Dat/Int/IM/TR-4)

- 5. Apa saja kekurangan yang dialami dalam penggunaan media online melalui video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Ya hampir tidak ada sih karena ya jaringan lancar(cuman kurang masuk aja materinya yg disampaikan,karena itu juga membuat nilai saya jdi berkurang) (Dat/Int/PI/TR-5)

- 6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

Habis kirim video gurunya jelasin lagi dan ngadain diskusi haruse (Dat/Int/PI/TR-6)

Nama : Yehova Syallomita

- 1. Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

sebenarnya enak pakai media youtube dan wa tapi kadang bingung sendiri kalau cuma pakai youtube terus diberi tugas di wa tanpa giru memberi penjelasan sendiri (Dat/Int/IM/YS-1)

- 2. Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

bisa sekali karna media di youtube dan wa itu sendiri sudah lengkap jadi dapat membantu untuk pemahaman bahasa inggris (Dat/Int/IM/YS-2)

- 3. Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

sudah cukup kak (Dat/Int/IM/YS-3)

- 4. Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

bisa belajar dimana saja, belajar jadi lebih mudah dan santai jika belum paham bisa diulang kembali (Dat/Int/IM/YS-4)

- 5. Apa saja kekurangan yang dialami dalam penggunaan media online melalui video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Aku ngrasanya tidak ada kekurangan dan kendala (Dat/Int/PI/YS-5)

- 6. Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

jika ada pembelajaran baru tolong diterangkan lagi bukan hanya diberi video youtube saja jadi murid lebih paham (Dat/Int/PI/YS-6)

Nama : Zaky Abid Aufa

1. **Apa kesan yang anda rasakan ketika menggunakan kombinasi media online berupa video YouTube dan WhatsApp sebagai sarana pembelajaran dalam bahasa Inggris?**

Pengalaman yang baru, pembelajaran menjadi lebih mudah dan menarik tp kadang ngga paham materinya kl cm dari video tok (Dat/Int/IM/ZA-1)

2. **Apakah penggunaan media online melalui video YouTube dan WhatsApp yang diterapkan oleh guru pada pembelajaran online bisa membantu untuk menunjang pemahaman dalam pembelajaran bahasa Inggris?**

Utk lewat online ini dah membantu memahami materi (Dat/Int/IM/ZA-2)

3. **Apakah menurut anda fitur-fitur yang ada di aplikasi YouTube dan WhatsApp sudah cukup lengkap untuk mendukung penyampaian materi dalam pembelajaran online?**

Fiturnya dah cukup oke tapi ya yg dipake sama guru cuma chat sm video tapi seenggaknya bisa untuk nyalurin mater (Dat/Int/IM/ZA-3)

4. **Apa saja kelebihan yang anda rasakan dalam penggunaan media online video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Kelebihannya ya efektif bisa belajar kapan aja, misalnya lagi diluar ya masih bisa sambil buka materi (Dat/Int/IM/ZA-4)

5. **Apa saja kekurangan yang dialami dalam penggunaan media online melalu video YouTube dan WhatsApp sebagai sarana pembelajaran?**

Karena keefektifannya itu mlh membuat saya susah fokus, saat haruse jam belajar materi tapi tak sambi sama hal lain buka2 aplikasi lain (Dat/Int/PI/ZA-5)

6. **Apa saran dari anda mengenai penggunaan media YouTube dan Whatsapp dalam pembelajaran bahasa Inggris?**

Mungkin sarannya ya guru ngga cuma kirim video doang tapi ya kasih penjelasan lagi (Dat/Int/PI/ZA-6)

Appendix 2

✓**Observation**

Teacher : Sajadi Mulyo Raharjo, S.Pd

Observer : Lutfi Aulia Amaradani

Class : 9A

Topic : Daily test

Date : 2 August 2021

Time : 08.13

No.	Activities	Yes	No
1.	The teacher uses online learning media in English teaching	✓	
2.	The teacher gives an introduction about the topic before start the lesson	✓	
3.	The teacher gives direction to the students in watching the video about procedure text		✓
4.	The teacher gives material in the form of YouTube video in WhatsApp group		✓
5.	Teacher and students do a discusson related to discuss the related material		✓
6.	Teacher gives an assignment as evaluation	✓	

The students are asked to do their daily test that consist of 20 questions from the modul. They have to finish write the answers on their text book.

Teacher : Sajadi Mulyo Raharjo, S.Pd
 Observer : Lutfi Aulia Amaradani
 Class : 9A
 Topic : In order to and so that
 Date : 9 August 2021
 Time : 07.24

No.	Activities	Yes	No
1.	The teacher uses online learning media in English teaching	✓	
2.	The teacher gives an introduction about the topic before start the lesson	✓	
3.	The teacher gives direction to the students in watching the video about procedure text	✓	
4.	The teacher gives material in the form of YouTube video in WhatsApp group	✓	
5.	Teacher and students do a discusson related to discuss the related material	✓	
6.	Teacher gives an assignment as evaluation	✓	

Teacher sent 2 videos about the related material and asked to make 10 sentences of “in order to” and 10 sentences of “so that” in their text book and will be submitted on 13 August 2021.

Teacher : Sajadi Mulyo Raharjo, S.Pd
 Observer : Lutfi Aulia Amaradani
 Class : 9A
 Topic : Agreemen and disagreeemen
 Date : 16 August 2021
 Time : 07.11

No.	Activities	Yes	No
1.	The teacher uses online learning media in English teaching	✓	
2.	The teacher gives an introduction about the topic before start the lesson	✓	
3.	The teacher gives direction to the students in watching the video about procedure text	✓	
4.	The teacher gives material in the form of YouTube video in WhatsApp group	✓	
5.	Teacher and students do a discusson related to discuss the related material	✓	
6.	Teacher gives an assignment as evaluation	✓	

Teacher sent 2 videos about agreemen and disagreeemen and asked the students to make 10 sentences of agreemen and 10 sentences of disagreeemen in a folio paper. Teacher also asked the students to translate a dialogue in their modul on page 24 and 25.

Teacher : Sajadi Mulyo Raharjo, S.Pd
 Observer : Lutfi Aulia Amaradani
 Class : 9A
 Topic : Do exercise question
 Date : 23 August 2021
 Time : 07.06

No.	Activities	Yes	No
1.	The teacher uses online learning media in English teaching	✓	
2.	The teacher gives an introduction about the topic before start the lesson	✓	
3.	The teacher gives direction to the students in watching the video about procedure text		✓
4.	The teacher gives material in the form of YouTube video in WhatsApp group		✓
5.	Teacher and students do a discusson related to discuss the related material		✓
6.	Teacher gives an assignment as evaluation	✓	

Students did an exercise questions on page 27-29 (activity 1-6).

Teacher : Sajadi Mulyo Raharjo, S.Pd
 Observer : Lutfi Aulia Amaradani
 Class : 9A
 Topic : Daily test
 Date : 30 August 2021
 Time : 07.11

No.	Activities	Yes	No
1.	The teacher uses online learning media in English teaching	✓	
2.	The teacher gives an introduction about the topic before start the lesson	✓	
3.	The teacher gives direction to the students in watching the video about procedure text		✓
4.	The teacher gives material in the form of YouTube video in WhatsApp group		✓
5.	Teacher and students do a discusson related to discuss the related material		✓
6.	Teacher gives an assignment as evaluation	✓	

Teacher did not send a YouTube Video, students were asked to do a daily task in their modul on page 29-31 and wrote the answers on folio paper.

Teacher : Sajadi Mulyo Raharjo, S.Pd

Observer : Lutfi Aulia Amaradani

Class : 9A

Topic : Procedure Text

Date : 4 October 2021

Time : 08.15

No.	Activities	Yes	No
1.	The teacher uses online learning media in English teaching	✓	
2.	The teacher gives an introduction about the topic before start the lesson	✓	
3.	The teacher gives direction to the students in watching the video about procedure text	✓	
4.	The teacher gives material in the form of YouTube video in WhatsApp group	✓	
5.	Teacher and students do a discusson related to discuss the related material		✓
6.	Teacher gives an assignment as evaluation	✓	

Teacher sent a video material about procedure text. The students are asked to make 3 procedure texts about making foods or drinks with the right structure of procedure text. Students write the assignments in their book.

Teacher : Sajadi Mulyo Raharjo, S.Pd
 Observer : Lutfi Aulia Amaradani
 Class : 9A
 Topic : Procedure Text
 Date : 11 October 2021
 Time : 08.15

No.	Activities	Yes	No
1.	The teacher uses online learning media in English teaching	✓	
2.	The teacher gives an introduction about the topic before start the lesson	✓	
3.	The teacher gives direction to the students in watching the video about procedure text		✓
4.	The teacher gives material in the form of YouTube video in WhatsApp group		✓
5.	Teacher and students do a discusson related to discuss the related material		✓
6.	Teacher gives an assignment as evaluation	✓	

Teacher gave an assigment to the students to analyze procedure text based on its structure and finish the task on their modul.

Teacher : Sajadi Mulyo Raharjo, S.Pd
 Observer : Lutfi Aulia Amaradani
 Class : 9A
 Topic : Present continuous tense
 Date : 18 October 2021
 Time : 08.15

No.	Activities	Yes	No
1.	The teacher uses online learning media in English teaching	✓	
2.	The teacher gives an introduction about the topic before start the lesson	✓	
3.	The teacher gives direction to the students in watching the video		✓
4.	The teacher gives material in the form of YouTube video in WhatsApp group		✓
5.	Teacher and students do a discussion related to discuss the related material		✓
6.	Teacher gives an assignment as evaluation	✓	

Teacher sent a YouTube video material about present continuous tense in WhatsApp Group and students made 5 sentences of present continuous and gave the analysis.

Appendix 3

✓Documentation

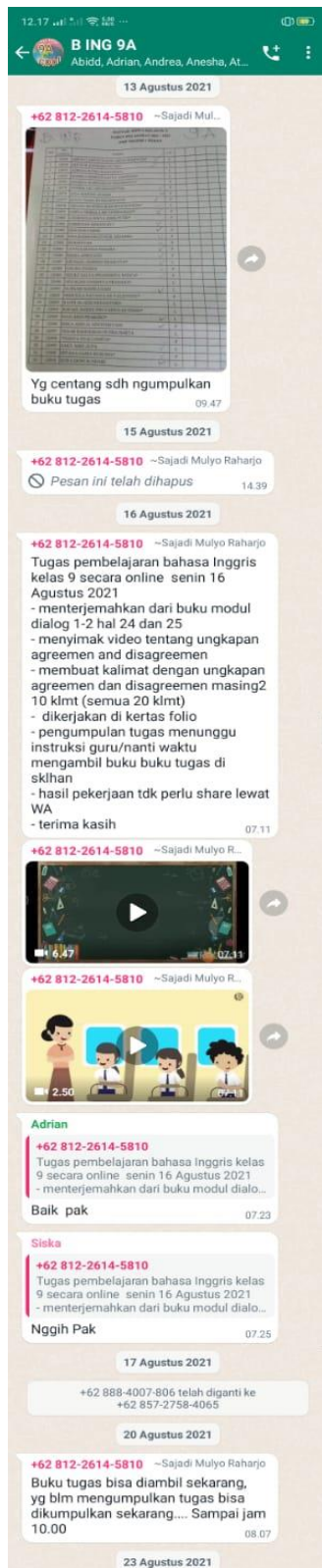
1. Chat screenshot of WhatsApp group



2 August-4 August 2021



9 August 2021



13 August-20 August 2021



23 August-30 August 2021



30 August-4 September 2021



4 October 2021

2. Students assignments


In order to Tugas Tersebut of Agustus 2021

1. He wanted to go to Jogja in order to visit his friend
2. She opened the window in order to get fresh air
3. He joined some organization in order to get experience
4. She wanted to go to Bali in order to get a good holiday
5. He wanted to go to store in order to buy vegetables
6. She wanted to go to market in order to get up on time
7. I sleep early in order to be able to work in order to be smart
8. Doni wake up early on her phone in order to be able to wake up on time
9. She set an alarm on her phone in order to be able to wake up on time
10. He has to study hard in order to be smart

So that Tugas Tersebut of Agustus 2021

1. She tells me the best route that I will arrive on time
2. He opened the window so that the room get fresh air
3. Doni opened the door so that he could come in
4. I will go to shop by car so that I will arrive earlier than go to shop by walk
5. Doni will give you vegetables so that you can still healthy
6. Doni give Dono some drink so that his thirst will be satisfied
7. Doni post a video today so that I can watch the video on time
8. Dono she joined a music program so that she can sing
9. He will study so that he can be able to do it
10. She made meatballs so that she can eat it

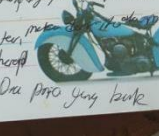
Stay positive and be happy



1. In bahasa Inggris (Indonesia) dan bahasa Inggris dengan arti yang sama
 2. Contoh: Aku berangkat ke kantor dengan mobilku
 3. Aku berangkat ke kantor dengan bus
 4. Aku berangkat ke kantor dengan sepeda motor
 5. Aku berangkat ke kantor dengan taksi
 6. Aku berangkat ke kantor dengan kereta api
 7. Aku berangkat ke kantor dengan pesawat
 8. Aku berangkat ke kantor dengan kapal
 9. Aku berangkat ke kantor dengan helikopter
 10. Aku berangkat ke kantor dengan roket

1. Apakah kamu ke sana? (Are you going there?)
 2. Ya, dan akan ke sana besok (Yes, and I will go there tomorrow)
 3. Tidak, aku sedang pergi ke sana (No, I am going there)
 4. Apakah kamu ke sana? (Are you going there?)
 5. Ya, dan akan ke sana besok (Yes, and I will go there tomorrow)
 6. Tidak, aku sedang pergi ke sana (No, I am going there)
 7. Apakah kamu ke sana? (Are you going there?)
 8. Ya, dan akan ke sana besok (Yes, and I will go there tomorrow)
 9. Tidak, aku sedang pergi ke sana (No, I am going there)
 10. Apakah kamu ke sana? (Are you going there?)
 11. Ya, dan akan ke sana besok (Yes, and I will go there tomorrow)
 12. Tidak, aku sedang pergi ke sana (No, I am going there)

Success consists of hardwork
 Stay positive and be happy



Modul 17-20 2 Agustus 2021

1. B	11. C
2. C	12. A
3. C	13. D
4. A	14. C
5. A	15. C
6. A	16. B
7. A	17. A
8. C	18. B
9. B	19. D
10. C	20. A

18/2

Stay positive and be happy


1. Apa itu harapan? (What is hope?)
 Harapan adalah keinginan yang baik untuk sesuatu yang akan terjadi di masa depan.
 Harapan bisa datang dari Tuhan, orang tua, atau diri sendiri.
 Harapan bisa datang dari orang lain, seperti teman atau keluarga.
 Harapan bisa datang dari diri sendiri, seperti keinginan untuk sukses.

2. Apa itu impian? (What is a dream?)
 Impian adalah keinginan yang sangat kuat untuk mencapai sesuatu yang diinginkan di masa depan.
 Impian bisa datang dari Tuhan, orang tua, atau diri sendiri.
 Impian bisa datang dari orang lain, seperti teman atau keluarga.
 Impian bisa datang dari diri sendiri, seperti keinginan untuk sukses.

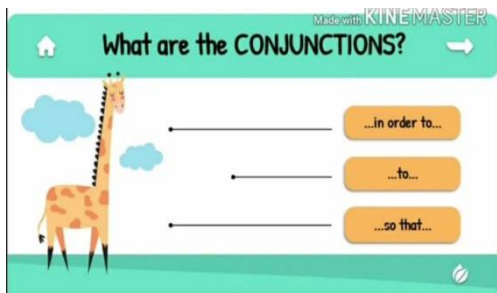
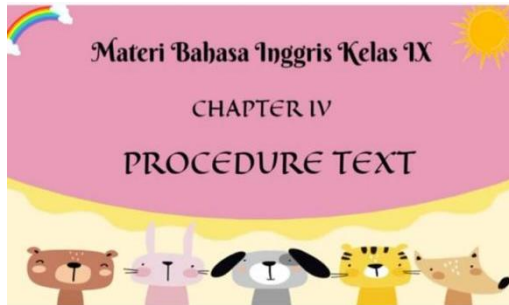
3. Apa perbedaan antara harapan dan impian? (What is the difference between hope and dream?)
 Harapan bisa digunakan untuk sesuatu yang mungkin terjadi, sedangkan impian bisa digunakan untuk sesuatu yang sangat sulit.
 Harapan bisa datang dari orang lain, sedangkan impian bisa datang dari diri sendiri.
 Harapan bisa datang dari orang lain, sedangkan impian bisa datang dari diri sendiri.

Contoh: Harapan: Aku harap kamu bisa datang ke pesta besok.
 Impian: Aku harap kamu bisa datang ke pesta besok.

harapannya adalah...
 kerennya bersenang-senang pada kegiatan...
 itu dapat diandalkan pada...
 Stay positive and be happy



3. Students material



Appendix 4

Daftar nama siswa 9A SMP N 1 Pedan

No.	Nama	Jenis Kelamin
1.	Abilio Careto Hasto Arum	Laki-laki
2.	Adi Nur Anggoro Putro	Laki-laki
3.	Adrian Putra Ramadhan	Laki-laki
4.	Andrea Respati Satya A	Laki-laki
5.	Anesha Margareth S	Perempuan
6.	Annisa Uki Arumningtyas	Perempuan
7.	Atia Mazian Afandi	Perempuan
8.	Aulia Tiara Putri Dewanti	Perempuan
9.	Awang Mustika Bagus P	Laki-laki
10.	Cesya Friskila BR Pandiang	Perempuan
11.	Chornelia Iswya Idris P	Perempuan
12.	Christian Immanuel	Laki-laki
13.	Dini Nur Faziri	Perempuan
14.	Ema Rahmawati Nur Azzizah	Perempuan
15.	Husniyyah	Perempuan
16.	Levina Bunga Negara	Perempuan
17.	Meisa Apriyanti	Perempuan
18.	Michael Ghibsen Prasetyo	Laki-laki
19.	Naura Yumna	Perempuan

No.	Nama	Jenis Kelamin
20.	Neuke Salva Pinandhita W	Perempuan
21.	Novaldo Nanditya Pradana	Laki-laki
22.	Nursaid Samsulhadi	Laki-laki
23.	Priscilla Natasya De V	Perempuan
24.	Raafi Al-Aziz Megantoro	Laki-laki
25.	Rafael Mozez Dwi Cahyo H	Laki-laki
26.	Rian Adi Prakoso	Laki-laki
27.	Siska Adelia Novfitriyani	Perempuan
28.	Tegar Ramadhan Putra H	Laki-laki
29.	Yehova Syallomita	Perempuan
30.	Zaky Abid Aufa	Laki-laki
31.	Zefana Nadia Kusuma	Perempuan
32.	Syifa Dewi Sundari	Perempuan