STUDENTS' PERCEPTION OF USING ANIMATION VIDEOS ON

YOUTUBE IN WRITING NARRATIVE TEXT AT NINTH GRADE OF

MTSN 2 SURAKARTA IN ACADEMIC YEAR 2022/2023

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*

UNIVERSITAS ISLAM NEGERI
RADEN MAS SAID
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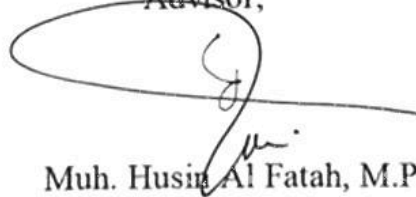
has already fulfilled the requirements to be presented before the Board of Examiners (*munaqasyah*) to gain Bachelor Degree in English Education Department.

Thank you for the attention.

Wassalamu'alaikum Wr, Wb.

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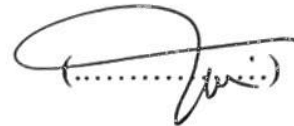NIP. 19890730 201701 1 151

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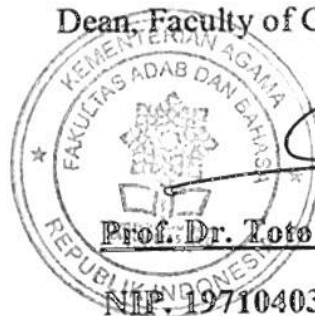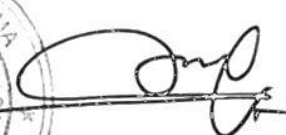
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DEDICATION

This thesis is dedicated to :

1. My Beloved Parents, Mr.Suyitno Abdul Karim and Mrs.Siti Nurjanah who always support and love me and always give me financial support.

2. My Beloved Adoptive Parents, Mr. Zainal Arifin and Mrs. Turiyah who have raised me with a very sincere love and will always be my encouragement.

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MOTTO

"And whoever fears Allah - He will make for him a way out. And will provide for him from where he does not expect. And whoever relies upon Allah - then He is sufficient for him." **(Surah At-Talaq 65:2-3)**

"Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful." **- Albert Schweitzer**

"You may never know what results come of your actions, but if you do nothing, there will be no results." **- Mahatma Gandhi**

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled *Students' Perception of Using Animation Videos on Youtube in Writing Narrative Text at Ninth Grade of MTsN 2 Surakarta in Academic Year 2022/2023* is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

Sukoharjo, June 12 , 2023

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Alhamdulillah, all praises to be Allah SWT, the single power, the Lord of the universe, master of the day of judgement, God almighty, for all blessing and mercises so the researcher was able to finish this thesis entitled *Students' Perception of Using Animation Videos on Youtube in Writing Narrative Text at Ninth Grade of MTsN 2 Surakarta in Academic Year 2022/2023*. Peace be upon Prophet Muhammad SAW, the great learder and the good inspiration of world revolution.

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

Sukoharjo, June 12, 2023
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ABSTRACT

Azmi Atika. 2023. *Students' Perception Using Videos Animation on Youtube in Writing Narrative Text at Ninth Grade of MTsN 2 Surakarta in Academic Year 2022/2023.* Thesis. English Education Department. Cultures and Language Faculty. UIN Raden Mas Said Surakarta.

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This aim of the study is to describe students' perception and factors that influence learning narrative text using videos animation on YouTube at ninth grade of MTSN 2 Surakarta in academic year 2022/2023. The objectives of the research are to find out students' perception in using videos animation on YouTube in writting narrative text, to find out factors influence students' perception in using videos animation on Youtube in writing narrative text, to find out the effect of subtitles and duration on YouTube video animation on students' understanding of narrative text material.

This research uses descriptive qualitative research. The researcher used observation, questionnaire and interview as the techniques of collecting the data. The subject of this research was ninth grade students at MTsN 2 Surakarta. In analysing the data, the researcher used the theory of Robbins and Judge, which focused on students' positive and negative perceptions, as well as internal and external factors that influenced student perceptions. The researcher used triangulation method to ensure the trustworthiness of the data.

. The results of this study are that most students give positive perceptions because learning narrative texts using YouTube animated videos can increase students' motivation in learning. They find learning narrative texts using animated videos more fun and interesting than reading directly from books. There are internal and external factors that can affect student perceptions, internal factors relate to something that comes from within a person. Individual cognitive abilities, such as intelligence, analytical skills, and understanding of language are examples of such factors. Students are not focused when studying narrative texts using YouTube, this is included in the internal factors which are related to the level of concentration and interest in learning from the students themselves. While external factors relate to something that comes from outside, such as the environment and technology. Most students say that YouTube makes it easy for students to learn narrative texts anytime and anywhere, this includes external factors which are related to the technology used when learning. In addition, the existence of a social environment such as family, friends, or teachers is also very influential in student learning. The most important thing is the internet network and the device used to access YouTube, when these 2 things experience problems, the social environment becomes the main help so that students can return to learning narrative texts comfortably.

Keywords: *Perception, YouTube, Video, Writing, Narrative Text*

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CHAPTER I

INTRODUCTION

This chapter introduces the research topic and provides the necessary background information to contextualize the study. It outlines the problem statement, research objectives, and the significance of the research. Additionally, it presents an overview of the structure of the thesis. This section sets the foundation for the rest of the thesis, establishing the context, purpose, and scope of the study.

A. Background of the Study

The rapid advancement of technology has significantly influenced the field of education, providing new opportunities for innovative teaching and learning methods. One such emerging trend is the utilization of animation videos on popular platforms like YouTube as an instructional tool to enhance students' learning experiences. Narrative texts, such as stories and folktales, play a crucial role in language acquisition and literacy development, making them an important component of the curriculum in many educational settings.

Traditional teaching approaches often rely on textbooks and classroom lectures to teach narrative texts, limiting students' engagement and comprehension. However, animation videos present a captivating and interactive medium that can potentially enhance students' understanding, motivation, and enjoyment of narrative texts. These videos incorporate visual elements, audio effects, and storytelling techniques to create an immersive learning environment, providing students with a unique opportunity to visualize and comprehend complex narratives in an engaging manner.

Moreover, those four linguistic abilities that are necessary for successful

language learning. The ability to express oneself in writing is a talent that EFL students must acquire. In addition to reading, writing is a crucial ability that needs developing for academic success. Writing, along with listening, speaking, and reading, has traditionally been an element of the English curriculum, as argued by Harmer (2004). Similarly, writing is a setof skills that calls both focused effort and intensive instruction in order to be mastered successfully. Students can develop their own thoughts and perspectives as well as articulate their thoughts through writing.

In depth, as for reference to Wijayatiningsih (2013), writing is a product of the writer's mastery of grammar, which may be taught through the manipulation and imitation of models. Practice makes perfect, and anyone canlearn to write simple text like a sentence or even longer works of prose with enough discipline. When a person is accompanied by a written document, theycan also communicate an idea or piece of data in a roundabout way.

Further, in the discussion of writing skill, fairy tales, fables, legends, myths, and other works of fiction are all included among the narrative text forms. Content aspects and textual functions, for example, are integral components of narrative text. In fact, narrative text itself is one of the types oftext that is studied when discussi ng writing in learning English. According to Rebecca (2003), a narrative text is one that presents a chain of events that areboth causally and temporally connected. A story's meaning can be gleaned through an understanding of its storyline, topic, characters, and events, as wellas their interconnections. Furthermore, Rebecca defines a narrative as a text that serves to amuse its readers through the telling of a story. It has got a plot, a place, and interesting people. In

the outset of most stories, we are introducedto the protagonist, antagonist, and the central conflict. Almost halfway through,this issue becomes most severe. The ending provides a solution to the issue. Ofcourse, this fact gives responsibilities for teachers to be able to teach this typeof text effectively and precisely.

In depth, based on Mayer (2005), the use of narrative is one of the most effective methods of conveying ideas to other people. Narrative texts, whether fictional or nonfictional, are written to engage and amuse the reader. Stories about real-life events, fantastical ones, or complex events with the goalof resolving a tense situation. However, the overall structure and linguistic features of narrative texts are more complex than those of other types of literature. In addition to what was already mentioned, writing narrative contentis not a simple task. Some students could struggle with writing narrative texts.

Many English teachers nowadays have adapted their teaching methods to incorporate more modern forms of media and technology, such as videos, to stimulate their students' interest in the language. Students can gain a greater understanding of a topic with the aid of media and technology. In the discussion related to media, learning media is a medium for students to get information or learning information. It is envisaged that the use of media in the teaching and learning process will assist teachers in improving student accomplishment. According to Jalmur (2016), learning media are tools, strategies, and tactics used to improve communication and interaction between teachers and studentsduring the education and teaching process in schools.

Deeper, in determining the learning media to be used there are several things that must be considered. According to Musfiqon (2012), the principle of

employing media in the learning process may be split into three major principles. First, consider the efficiency effectiveness concept. In the learning concept, effectiveness is the achievement of a learning process in accomplishing learning objectives, whereas efficiency is achieving learning objectives with the least amount of time, money, facilities/infrastructure, and other resources. Then, there is the idea of relevance, which states that a teacher must be able to select media based on the objectives, content, learning methodologies, and learning evaluation. Finally, the productivity principle, namely practice in the learning process, is the purpose of achieving an optimal goal by utilizing existing natural and human resources.

One of learning media is Audio Visual well known as Video. Videos are a form of genuine materials that can be used in the classroom. Video as a teaching and learning tool has the potential to stimulate students' interest in the English language learning process. Incorporating video into the classroom can help students learn and retain more information.

The researcher conducted pre-research on February 15 2023 with several students regarding their perceptions of using YouTube videos in writing narrative through interviews, and most of them found it difficult to understand the videos provided. The researcher saw the English teacher at MTsN 2 in Surakarta used media like slide shows and videos to illustrate the teaching content. However, during the used of videos to teach narrative text writing material, students often struggled to the material that being shown. Therefore, it is important for the researcher to understand how students feel or perception about the using of videos in the classroom. Specifically, in narrative text writing learning.

Moreover, the source of the video that used by the teacher is YouTube. The researcher believe that this decision was taken by considering the fact that YouTube is currently a platform that provides various types of videos, including learning videos. Researcher assess, this step is a step that is quite brilliant. Because apart from the many choices provided, YouTube is also a platform that is currently a platform that is considered familiar to all people, even students. Further, Burgess and Green (2009) state that YouTube was among several competing platforms that sought to facilitate the easy distribution of video content online. Users did not need much technical knowledge to submit, publish, and watch streaming videos on the website's streamlined interface. Since YouTube is free and easy to use, it attracts the vast majority of online video viewers.

Similar with that statement, Jallaludin (2016) explained that YouTube has many benefits as a learning tool, such as, it can aid in the provision of learning videos in the teaching process that are useful for students to gain new knowledge from any side; students have access to this site at any time and from any location; all students, including those who do not have access to traditional education, have the chance to learn more; there are many sources of learning from skilled people that students can learn from; and finally, YouTube is accessible to students around the clock.

In this study, there are three previous studies which are used as a reference in this study. Where in these studies there are similarities and differences. In the first is a thesis entitled "Students' Perception of Using Animation Video in Teaching Listening of Narrative Text (2018)" by Chyntia Rahayu Mardianti from Department of English Education Faculty of Educational Sciences Syarif

Hidayatullah State Islamic University Jakarta. As the titled above, Chyntia's research focused on teaching listening of narrative text, while in this research focused on learning narrative text. The second one is journal entiled, "The Effectiveness of Using Youtube Video in Teaching and Learning Process: Writing Narrative For Seventh Grade Students (2019)" by Posma Imelda Putri Siahaan, Didik Santoso, and Anni Holila Pulungan, English Applied Linguistics Study Program Postgraduate Program Universitas Negeri Medan. The journal discussing about the effectiveness of using youtube video in teaching and learning process, therefore the main topic is the effectiveness, while in this research just focused on the student's perception. The last is journal by Jessy Gracella and Dedi Rahman Nur from Universitas Widya Gama Mahakam, Indonesia, entitled "Students' Perception of English Learning through YouTube Application (2020)". This journal and the research discussing student's perception about learning using youtube too, but the topic is different. In this research, the researcher discussing student's perceptions of learning narrative text using animation videos on youtube.

As stated above, those fact is the biggest reason for the researcher to focused on the using of YouTube in English learning, specifically, writing narrative text. Specifically about students' perception of that using. Based on all of explanation above, the researcher decided to conduct a research entitled *"Students' Perception of Using Animation Videos on Youtube in Writing Narrative Text at Ninth Grade in MTsN 2 Surakarta"* that discussed about students' perceptions on the using YouTube video, specifically animation genre in writing narrative text learning at MTsN 2 Surakarta.

B. Identification of The Problem

According to the background and pre-observation by the researcher at MTsN 2 Surakarta, the identification of the problem in this research are:

1. Students in ninth grade at MTsN 2 Surakarta still faced some problems during thelearning of writing narrative text by using animation videos on YouTube.

2. Students have not been able to apply the material in the video to write narrative texts.

3. The videos distract the students' attention completely thus breaking the concentration of students.

4. The lack of an Indonesian subtitling track meant that many of the students could not follow along with the animation videos.

5. Longer videos lengths were met with increased boredom from the students.

C. Limitation of the Study

According to background and identification of the problem above, it can be concluded that this research focused on analyzing students' of MTsN 2 Surakarta perceptions on the using of animation videos on YouTube during the learning of writing narrative text subject. So, the researcher only focused on students' perceptions in learning activity that used animation videos on YouTube as the media and factors influence students' perception in using videos animation on YouTube during the learning of writing narrative text subject. The theory used by the researcher to analyze what is the focus of this study consists of several theories from different experts related to the theory of perception, the use of

animation videos on YouTube in learning English, and specifically the use in teaching narrative texts. These experts are Robbins and Judge (2013), Irwanto (2002), Harmer (2004); Simanjuntak (2021).

D. Formulation of the Problem

There are two formulations of the problem in this study, both of which are grounded on the phenomenon discussed in the preceding background and limitation of the problem above:

1. What are students' perception about the using videos animation on YouTube in writing narrative text at ninth grade of MTsN 2 Surakarta?

2. What factors influence students' perception in using videos animation on YouTube in writing narrative text at ninth grade of MTsN 2 Surakarta?

E. Objectives of the Study

According to the formulation of the problem above, the objectives of this research can be construct as:

1. To find out students' perception in using videos animation on YouTube in writing narrative text at ninth grade of MTsN 2 Surakarta.

2. To find out factors influence students' perception in using videos animation on YouTube in writing narrative text at ninth grade of MTsN 2 Surakarta.

F. Benefits of The Study

By seeing the background and objectives of this research, the researcher trust that this research can give some benefits related to the topic of this research. Further, the benefits of this study are:

1. Theoretical Benefits

   This research is expected to contribute to the development of science, especially in teaching writing of narrative text. Specifically, the use of animation videos on YouTube in writing of narrative text learning.

2. Practical Benefits

   a. The Teachers

      This research expected to give teachers more information about the using of animation videos on YouTube in writing narrative text learning. So, teachers can optimize the using of animation videos on YouTube based on students' perceptions that found.

   b. The Other Researchers

      The researcher expected that this research will serve as a starting point for other researchers evaluating the effectiveness of animation videos on YouTube content in the classroom by revealing students' perceptions.

G. Definitions of the Key Terms

According to the title of this research, there are some definitions of keyterms that given by the researcher. Moreover, this definition of key terms explained in order to ensure this study will not cause any misunderstanding.

1. Perception

   According to Richards & Schmidt (2010), perception is defined as the mental act of identifying and making sense of sensory information. (sight, hearing, touch, etc.) Perception is the process through which we interpret the

world around us based on information gleaned from sensory input.

2. YouTube

   Kunjambu and Muniandy (2013) state that YouTube has become a vital platform for conveying multimedia information because it is the largest user-driven video content provider in the globe. It is no surprise that 4 billion hours of video are viewed on YouTube every month. The site is by far the most popular online video platform. To that end, the researcher established that YouTube is a powerful instructional tool that can be used in classrooms at all levels of schooling.

3. Video

   According to Hornby (2006), video is a movie or film that has been created or recorded by using video recording equipment.

4. Writing

   Harmer (2004) argues that writing is a collection of abilities that requires concentrated time and careful teaching to acquire.

5. Narrative Text

   Narrative text, as defined by Anderson (2003), is writing that serves as a story's narrator and, in doing so, engages the reader. In a narrative, the author or speaker offers an interpretation of the reality that either engages or enlightens the audience.

CHAPTER II

LITERATURE REVIEW

This chapter covers some theory as the basis of the discussion. It is aimed at gaining more understanding about the topic of the research. The discussions of this chapter are relevant theories of the research and conceptual framework focusing on the using YouTube as a media to learn writing skills.

A. Theoretical Review

1. Nature of Writing

Writing is a skill that needs to be acquired by students since it encourages introspective and analytical thought that is essential to producing quality writing, according to Tarigan (2008). In fact, writing is an importantpart of the English language, and it is essential that students learn to use it effectively to convey their thoughts, feelings, and ideas. Producing language through writing is equivalent to the process of speaking. Actions like brainstorming, outlining, drafting, and revising are all part of the writing process. Writing, as Brown (2004) explained, is the act of putting thoughtsdown on paper in order to turn them into words and give them structure and clear organization. Further, according to Nunan (2003), the process of writing involves the active pursuit of ideas and the development of strategies for expressing and organizing those ideas in a statement and paragraph that areunderstandable to the people. This means that authors are expected to clearly   demonstrate their ideas and arrange them in an effective composition. Writingreveals the author's perspective on a topic for everyone to see. It calls for a methodical, documented

integration of ideas.

Moreover, writing is the result of a set of steps taken to ensure that the work can be read and understood by a wide audience. The purpose of the writing process should not be limited to merely communicating the students' knowledge about a subject; rather, it should also serve as a vehicle for expanding their understanding of it. It usually takes multiple revisions to finish a piece of writing that effectively conveys the writer's intended thoughts, ideas, feelings, and emotions. In the context of language study, these efforts denote concrete measures taken by students. Many other styles of writing exist that all conform to certain norms. According to Harmer (2004), there are essentially four stages to the writing process. The steps are planning, drafting, editing, editing, and the final draft. Planning writers deliberate over what they want to say before putting pen to paper or fingers to keyboard. Three primary considerations were made by the author throughout the preparation stages. The writer must first think about the reason for the piece they are composing, since this will determine not only the genre of writing they produce but also the tone, vocabulary, and subject matter they incorporate. Second, seasoned authors consider their readers while crafting their work, as this impacts not just the direction but also the vocabulary used. Thirdly, writers should think about the content structure or how to arrange the information in the order that makes the most sense.

Furthermore, once a writer has completed a draft, they should read it to determine what parts of it are successful and which need

improvement. Feedback from other readers in the form of comments and suggested edits is often invaluable when reflecting and reworking. A piece of writing can be improved by getting feedback from another reader. After rereading and revising their work for the reader, authors produce their final draft. Because of the changes that have occurred during the editing process, this may appear very different from the initial plan and the first draft. However, the writer is nowprepared to provide the content to the reader.

2. Process of Writing

In depth, the writing process is a viewpoint through which one can examine the activities that go into the creation of a written document, as elucidated by Harmer (2004). In addition, the process of writing is the steps a writer takes to complete a piece of writing. Of course, factors such asthe subject matter, style, and medium of the writing could influence this procedure. According to Harmer (2004), there are four stages of the writing process:

a. Planning

There are three primary concerns that students should keep in mind during the planning process. To begin, it is necessary to establish the contextin which the writing will take place in order to determine the nature and scope of the material to be recorded. The second is considering various writing styles and paragraph structures while creating new pieces of writing. Finally, think about how the piece's

content is organized.

b. Drafting

The drafting process involves creating the first version of a document. Students need a lot of time at this stage since they should be concentrating onthe growth of their ideas and the structure of those ideas rather than the refinement of their grammar, punctuation, and spelling.

c. Editing/Revising

During editing, a teacher should review a student's work to determine whether any words or sentences are vague or confusing. Fix the errors that identify before moving on to the revision. Its implementation would help reduce the number of errors.

d. Final Version

The students should create a final version after all the other work is complete. If this is not the first time the plan and draft have been developed,it is feasible that the final version will be very different. This occurs becauseof the dynamic nature of the editing process.

By Harmer explanation above, it can be concluded that in writing there are four steps that must be conducted. At first, a writer needs to plan or prepare what they want to write. Then, a writer needs to write the prototype of the writing and develop the ideas of the writing itself. Next, a writer consults with experts or other people that has an expertise with the topic. At last, a writer need conduct the finishing of the writing.

3. **Types Genres of Writing**

Related to the genres of writing, Brown (2004) implies that the classification of writing considers the most prevalent genres that a second language writer might produce, both inside and outside of the classroom. The following are examples of necessary grammatical genres:

a. Academic Writing

Academic writing refers to the practice of writing systematically, in this case for the purpose of a student completing their degree. Examples can be found in scholarly works such as research papers, essays, journal articles, and articles in academic-focused magazines. Test-taking strategies involving only a few questions and a handful of words Official Documents of a Technical reports, papers, dissertations.

b. Job-Related Writing

The author intends to employ visual aids frequently so that the reader may grasp the concepts they are describing in their work more thoroughly. While writing for work, here are some common formats to use: Communicate, Write, Send Emails Memos, Documentation, Timelines, Tags.

c. Personal Writing

A writer's letters, emails, greeting cards, and invitations all fall under the category of "personal writing" in this section. Communications, notes Things to do lists, calendars, and other reminders Documents pertaining to finances, medical history, and immigration status Private diaries and journals Fictions. According to

Brown explanation about genres of writing, there are three genres of writing that can be divided by the function of the writing. Academic writing can be categories as formal writing that made for academical needs. Job-related writing refers to a writing that used in job needs. Then, personalwriting refers to informal writing that used in personal needs.

4. **Types of Writing Performance**

There are four types of written performance that Brown (2004) states encompass the whole breadth of written production. These types arelike those used to classify the other three abilities, but they also represent the distinctive nature of writing:

a. Imitative

To be successful in this area of the writing process, students need to master the basics of composing single letters, words, punctuation marks, and short sentences. To be able to spell correctly and recognize phonetic correspondences in the English spelling system is also part of this. At this type, students engage in activities such as cloze tasks, spelling tests, matching, and more.

b. Intensive

Skills in developing contextually suitable vocabulary, collocations, idioms, and correct grammatical elements up to the length of a sentence go beyond the basics of imitative writing. Sequencing images, describing images, finishing simple phrases, and ordering tasks are all

examples of this type writing performance.

c. Responsive

This section operates at a more constrained discourse level, with paragraphs formed by stringing together related sentences. Brief explanations of charts and graphs are included. The writer is less concerned with the specific rules of grammar utilized in each phrase than with the larger conventions of speech that will help them convey their message effectively. Short reports, analysing visual aids, and summaries are all examples of activities that fall within the responsive type.

d. Extensive

Writing at length, such as an essay, a term paper, a report for a significant research project, or a thesis, requires the author to master a wide range of techniques and strategies. The writer works toward a goal, employs a logical progression of ideas, provides examples to back up claims, shows syntactic and lexical diversity, and often goes through numerous revisions before arriving at a final version. Very minimal attention is paid to grammar and spelling when revising or reviewing a document. Examples of this type are essay, research paper, dissertation, etc.

In brief, the type of writing performance according to Brown can be defined as follows: Imitative writing relates to students' ability to write with a minimum standard relating to how they can apply

punctuation and spelling correctly; Intensive writing relates to students' ability to write with the ability to be able to describe pictures, graphs and so on in the form of simple phrases or writing that is accurate and in accordance with what is presented in the picture or graph itself; Responsive writing relates to students' ability to be able to write in writings that function as reports or results of analysing things briefly; Extensive writing relates to the ability of students to be able to write academically with academic writing standards where the results of the writing in the future can be used as a source of knowledge according to the fields they are involved in.

5. Writing Learning

Writing is a complex process, it implies that in writing the pupils have to consider many elements to construct an excellent writing. Harmer (2004) notes that there are numerous importance of mastering writing:

a. Writing is not often time-bound in the way conversation. In writing activities, the students have more time to think than they do in speaking activities. They can express what they know in their mind, and even the students use dictionaries, grammar books or other reference material to help them.

b. Writing encourages students to focus on accurate language use. It is a good way for the students to develop their language when they write down what they think or express their ideas with the accurate language.

c. Writing is often used as a means of reinforcing language that has been

thought. In teaching writing, the teacher often ask the student to write sentence or paragraph using recently learnt grammar. The students should make a note about what they have learnt while learning process happens. It makes the students able to understand about the language that has been thought.

d. Writing is frequently useful as preparation for some others activity.

e. Writing can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking. When the students write a short dialogue, the students can also practice and act out their dialogue in oral activities.

f. Writing is also use in question-and-answer activities. In teaching writing, the teacher often gives questions to the students.

From Harmer explanation, it can conclude that writing is important to be learned. By mastering writing ability in proper standard, it can optimize communication skill. Whereas, writing can be used as a way to prepare otherskill activity, as a tool to express idea in written form so the idea that appear remain.

6. **Components of Writing**

In order to produce quality writing, students need access to a wide range of words and phrases, as well as knowledge of grammar and comprehension rules. Based on a list explained by Nurgiantoro (2001),here are some components of writing:

a. Content

The term "content" is used to describe a group of resources that back up a certain subject being discussed. When it comes to the substance of the paper, the writer has leeway in crafting a concept for illuminating specifics to use in describing the bigger picture.

b. Organization

Students' ability to organize their thoughts is a key assessment criterion. The writing is well structured, with clear ideas and a logical progression of events with a consistent, unified feel throughout.

c. Vocabulary

Vocabulary choice and use in each sentence is of utmost importance in writing.

d. Grammar

Correct grammar refers to the rules of word usage. Grammar is useful in any sentence construction, and it may be used to enhance the clarity and impact of any piece of writing.

e. Mechanic

This term refers to the students' actual writing processes. An effective paragraph relies on the correct spelling and punctuation of its constituent sentences. Incorrect punctuation makes the paragraph difficult to read.

7. Problem of Learning Writing

Writing in English as a second language is not an easy skill to acquire, and seventh graders have a difficult time with it. Nurgiantoro (2001) identifies difficulties in organizing ideas, insufficient vocabulary,

and improper grammar as three of the most common obstacles to students' progress in writing:

a. Organizing ideas

Students sometimes struggle when writing since they do not know how to properly structure their ideas into words. Some students have little trouble verbalizing their ideas but struggle to commit them to paper. This is due to the fact that students often struggle to think of something to write about and often go blank when sitting down to write. When writing, students frequentlystray from the topic at hand.

b. Insufficient Vocabulary

Compositional writing also involves extensive use of vocabulary. Students' inability to express themselves in writing stems from a lack of language. If kids do not learn the vocabulary, they will struggle to express themselves, especially in writing. Moreover, they frequently use the wrong terminology.

c. Improper Grammar

Students often struggle to write because they are unsure of whether or not their grammar is correct.

8. Nature of Narrative text

Narration is the act of relating a tale. A narrative text is one that does not strictly speak be comprised of narration. Means that, narratives, whether written or spoken, convey a tale and follow a logical progression of events. Narrative text consists of two parts: the story itself, whether it

be true or fictional, and the underlying narrative genre. In fact, Anderson (2003) defines a narrative as a piece of writing that tells a story and, in so doing, entertains or instructs the reader or listener. As McQuillan (2000) points out, a narrative text is a story that is told in language; that is, it is translated into the signs of that language. Anderson (2003) identifies the following five types of narratives: mythology, fairy tales, science fiction, and romance novels. When it comes to myths, the facts are frequently murky, as is the casewith urban legends. Magic is an integral part of the storyworld of fairytales. Imagined scientific elements are a key part of every good science fiction novel. In the end, the romance novel is a story about romance. Rakhmi (2012) argues that narrative texts serve to amuse and entertain through theutilization of real or made-up events. In addition, it is story that entertains and informs the reader, carrying a message culminating in a theme or universal notion that traverses time and culture, and a lesson learnt from the story.

In addition, Yudantoro (2014) described four language featuresas being particularly prevalent in narrative text:

a. The tense of the sentences in narrative text is the past.

b. A narrative makes use of adverbs and adverbial phrases.

c. When narrating, the simple past tense of action verbs is used.

d. Certain nouns, such as stepsisters, chores, and so on, replace the pronounsof people, animals, and other nouns in the story when they are used in narrative.

In brief, it can be concluded that narrative text has some

characteristics, suchas, past tense, adverbial phrases, adverb of time, the story has special characters and so on.

9. Generic Structure of Narrative Text

The generic structure of a writing work has always been its necessary constituent pieces. Orientation, conflict, and resolution are the three overarching story arcs identified by Yudantoro (2014). Character, setting, and time are all introduced during the orientation phase. A complication is an issue or conflict that arises in a novel and must be resolved by the protagonist.Resolution is the solution of the problems.

Further, similar with above explanations, Anderson (2003) lays out the procedures that must be taken in order to develop a narrative, some of which are as follows:

1. Orientation

The story's period and place are introduced, along with the protagonist and secondary characters. This section creates an atmosphere and encourages readers to keep going.

2. Complication

A complication occurs when an action or set of actions taken by the protagonist causes conflict. This conflict might be major or minor, but it always serves to prevent the protagonist from achieving their goal.

3. Resolution

The difficulty is resolved when all the threads are neatly tied together andthe problem is resolvable. Some stories have open endings

or resolutions, while others provide everything the reader needs to know.

As conclusion, each part of narrative text generic structure brings its' ownrole in a story. The first part, orientation, explained about the setting of the story, characters and other components related to the story. Orientation part in simple meaning can be called as introduction of the story. Further, in complication part, this part related to the conflict of the story. Then, in resolution part, the story will go into conflict resolution and ending of the story.

10. Video Learning

The use of video is just one of many possible approaches to incorporating media into language classes. Video is an audio-visual media since it conveys information to viewers through sight and sound. The use of videos in the classroom provides pupils with a novel approach to learning. Video is a type of media that both visually depicts a scene and audibly describes it. In order to get students enthusiastic in writing, videos are one form of media that can be used.

Video, as defined by Rivai et al. (2017), is a technological product that shows fast-paced, high-quality images, moving pictures, animated pictures, or moving words with accompanying audio or sound effects. Also, Hornby (2006) explained that video is a movie or film that has been created or recorded by using video recording equipment. Teachers have the responsibility of making lessons engaging for their students no matter

what medium they choose to employ. The educational value of video as a media cannot be overstated.

Videos made it simple for pupils to learn material and caught their attention. Therefore, the pupils can take pleasure in the story, and they will always find the visuals to be engaging. Videos liven up the classroom and inject more fun, excitement, and curiosity into language study. More than that, though, students can use video to spark new ideas and find writing motivation. It also helps instructors present material in engaging ways, whichkeeps students engaged and motivated.

Video can improve simulation, and the ideas people get as a result are more original, as mentioned by Harmer (2004). Students can acquire more ideas and motivation for writing from viewing videos. Students can be re-engaged and fascinated by employing video in language teaching and learning because it provides a welcome change of pace. Videos not only provide students with amusement and knowledge, but also with material for a wide variety of classroom activities.

Furthermore, motivating students and encouraging them in their language learning are two areas where video exceeds expectations. All of this explanation leads the researcher to the conclusion that videos can be used by teachers as a complementary medium when instructing students how to write narrative texts. There are several ways in which video might be utilized for language learning, as described by Harmer (2004):

a. Videos provide the additional benefit of showing students how to use the language, rather than merely hearing it.

b. There is no better medium than video for giving students a glimpse intothe world beyond the school walls.

c. As a form of media in the classroom that expands new opportunities for students to produce work that will be both informative and entertaining.

d. Having the opportunity to see the language in use, in addition to hearing it, particularly when combined with engaging tasks, can significantly increase students' motivation to learn.

11. YouTube

According to Kunjambu and Muniandy (2013), millions of hours of video are viewed on YouTube every month, and even more hours are uploaded at a rapid pace every minute, making it the most popular online video site in the world. When Chad Hurley, Steve Chen, and Jawed Karim launched YouTube in February 2005, they simply called it "YouTube.com." Users were able to publish, share, and watch videos using the YouTube platform, inspiring others to develop their own video-sharing websites. YouTube has now exploded in popularity, attracting a global audience of billions, including many academics and teachers.

There is evidence from scholarly works that YouTube has been investigated and discussed, but little is known about which questions should receive the greatest attention. Articles published in select journals about YouTube were analysed using trend analysis and content analysis to collect information on research subjects, issue categories, research

contexts and sampling, research design, research methodology, and data analysis.

YouTube, which launched in 2005, has since become the go-to website for sharing videos online. There is a wide range of content on YouTube, from videos made by students to lectures given by professors, from music videos to documentaries. Educators and scholars are grappling with issues regardingthe opportunities and dangers associated with social media, and YouTube has become a topic of discussion and study within the scholarly literature.

According to Sharma & Sharma (2021), as of recently, YouTube has been operating as a Google subsidiary. A video can be uploaded, liked, shared, and commented on by users from all over the world. YouTube is a treasure trove of information, and anyone can use it to learn about anything they are interested in, be it music, comedy, food, news, science, astrology, interior design, education, or life tips. Anyone interested in staying in touch with a specific celebrity or vlogger can do so by subscribing to his or her channel. There are billions of users on YouTube, and at least 300 hours of video are posted every minute. To address the needs of Today's Generation, YouTube has arisen as a useful digitally-enhanced pedagogical tool that complements the information age's increasingly unsuitable traditional learning methods. YouTube's content ranges from humorous to informative. Its high-quality sound and pictures make it a useful teaching tool.

Moreover, Sharma & Sharma (2021) also explained that, teachers,

and other academics now maintain their own YouTube accounts, where they post study-related content and instructional films designed to pique students' interests. Without understanding how a topic may be used in the real world, the way knowledge is typically imparted in schools is flawed. YouTube has put a stop to the centuries-old practice of students memorizing course material through rote memorization.

12. Perception

a. Definition of Perception

According to Richards & Schmidt (2010) Perception is described as the ability to identify and make meaning of events, objects, and stimuli with the help of one's senses. A person's senses are the primary tool they utilize while forming an opinion about the world around them. Sensation, the first step in the perceptual process, occurs when we employ our senses to take in information. Perception includes sensory experience.It's the mental process through which we take in sensory data from our surroundings and apply our own background knowledge and experience tomake sense of it. Consistent with this, analysis of phenomena is founded upon perception, which in turn is dependent upon internal and external elements. Need, appropriateness, knowledge, and experiences are internal elements, while environmental stimuli are external.

However, how people perceive things depends heavily on their own thoughts and experiences. In sum, we can say that perception is

understood as an analytical foundation that considers both external (stimuli) and internal (need, suitability, feeling, thinking ability, experiences, and knowledge) factors in order to comprehend and make sense of phenomena and reality in the real world.

b. Categories of Perception

Robbins (2013) explained that there are two types of perceptions, they are:

1. Positive Perception

A positive perspective is one that accurately depicts all learned information and the subsequent actions that result from the conscious decision to use that information. Activating or accepting and supporting the perceived item will keep this going. As example of this perception, when people have this kind of perception, this perception normally a reason for someone to use or consume something repeatedly.

2. Negative Perception

A negative perception is one that describes information and actions that are at odds with what is being perceived. It will either passively continue or actively reject and oppose the object it perceives. As example of this negative perception case, negative perception is a mindset that has negative value to something. Normally, when this kind of perception appear, this perception will be one of reason why people stop using or consuming

something.

In context of learning media, Simanjuntak (2021) explained that Attractiveness, perceived effectiveness, relevance, and perceived motivation are all aspects of perception. From what was explained by Simanjuntak, the researcher concluded that attractiveness here means how a learning method can attract students to be able to take part in learning positively on their own accord. Furthermore, perceived effectiveness refers to how learning methods can give an effective impression to students in learning. Students can easily and effectively understand learning with the method applied. At the point of relevance, this refers to how the method applied is considered relevant to the topic or learning material so that it does not cause misunderstandings or difficulties in understanding the main purpose of learning. Furthermore, at the point of motivation, this refers to how a method, strategy used for teaching can encourage student motivation or willingness to do learning. Generally learning strategies that are considered familiar and fun are closely related to this point.

One metric that can be used to gauge how others view someone is their physical attractiveness. Attractive and unattractive people are likely to have formed distinct implicit ideas about the world based on their observations and experiences, and these theories likely inform their perceptions of the personalities of attractive and

unattractive targets. There is some evidence that attractiveness has a deep and pervasive impact on how students interpret the world.

One of the perceptual features that bolsters the existence of students' perception-based experiences is perceived efficacy. When individuals have positive feelings about something, we say that it is effective in their eyes. They evaluate how well something meets their requirements. Perception includes not only the perceived motivation aspect but also the perceived relevance aspect. To put it another way, the usefulness of things depends on how well they meet specific requirements. When a person draws a connection between two things and discovers that they are similar, that person has received knowledge based on their own observations, feelings, and experiences.

The correctness and appropriateness of something will reveal its relevance. The fundamentals of endowing a creature with consciousness are these. Then, one of the factors that can be felt to be the basis for providing positive perceptions is perceived motivation. A person is motivated to act when they experience a positive shift in how they feel about themselves as a result of being exposed to the motivating factor. This sense of inspiration provides a firmer foundation for optimistic views.

Moreover, in context of narrative text, according to research conducted by Nurmawarni (2022), students experience six challenges when attempting to put their thoughts into writing.

These challenges include a lack of ideas, trouble with selecting appropriate ideas, lack of confidence, their lack of motivation to write, their incapacity to collaborate, and their comprehension issues. According to the six points mentioned by Nurmawarani, on the point of lack of ideas, difficulty in selecting the right ideas and comprehension problems are related to the cognitive conditions or knowledge they have in the context of writing skills. The lack of prior knowledge when writing will greatly impact how a student can write according to a good standard. Researcher realize that this is of course not only influenced by the innate conditions of the students themselves but also how the learning process takes place, especially in learning writing. Methods that students feel are not interesting or complicated will make it difficult for students to understand the material. Deeper, if this phenomenon occurs, of course this will have a negative impact on students' motivation to take part in learning, even further their motivation to write. When a student feels that learning is difficult for them to master, of course this will reduce the motivation they have. Moreover, if the students themselves do not or lack the mindset that mastering writing skills well can benefit them.

c. Factors Influenced Perception

However, there are factors that influenced human perceptions. Robbins and Judge (2013) suggests two factors that contribute to

perception:

1. Internal Factors

Issues from within the individual themselves, such as prior knowledge, current state, current rating, and anticipated future state. current rating and current state in this context mean personal conditions which can include educational status, economic conditions, and so on from people who have or convey these perceptions. In addition, the anticipated future state itself is the vision or target of that person. People cognitive is the clearest example for this point.

2. External Factors

Considerations such as how something appears, what the stimulus is, and the surrounding conditions are examples of extrinsic variables. External factors related to something that come from outside of people or the environment. Environment, friendship and so on are the example of this factors.

B. Previous Related Study

Several previous research have addressed this topic. Related study has yielded the following results:

The first research is a research that conducted by Gracella and Nur (2020) by the title *Students' Perception of English Learning through YouTube Application.* The researcher use qualitative method, and the purpose of this study is to find out students' perceptions of English learning through YouTube are

beneficial and help them learn English. The result of this research is show that all students can benefit from learning English, as it is easily accessible on practically every student's device, can be utilized in any situation where students need aid learning English, and motivates them to learn English. If the kids have a poor internet connection, then they will have problems. When asked what they think of using YouTube to improve their English skills, all of the students gave enthusiastically positive comments.

The next research is a research that conducted by Simanjuntak et al (2021) by the title *Students' Perceptions of Using YouTube as English Online Learning Media During Covid-19 Pandemic*. The researcher use qualitative method, and focus in Analyze the students' perceptions in using youtube as online English learning media during the Covid-19 pandemic. At grade XI of SMA Negeri 4 Pematangsiantar. The result of this research is show that YouTube can be an engaging, efficient, and topic-appropriate internet resource for teaching and learning English. In addition, when the Covid-19 pandemic hit class XI students at SMA Negeri 4 Pematangsiantar, this website became a source of inspiration for them to learn English online.

The third research is a research that conducted by Pratiwi et al (2022), by the title *Students' Perception of Using Animation Video in Teaching Writing Narrative Text*. The researcher use qualitative method, and focus in to reveal the students' perception of using animation video in teaching writing narrative text and also to find out the advantages and disadvantages of animation video. The result of this research is show that students have a positive perception on using animation video. The writer used animation video as media in teaching writing narrative text. The students agree that animation video can help them in learning

writing narrative text.

Tabel 2.1. The Differences and The Similarities of Previous Studies

No.	Title	The Differences	The Similarities
1.	*Students' Perception of English Learning through YouTube Application* (Gracella & Nur, 2020)	The difference lies in the focus or limitation of the research where in previous study the researchers did not put limitation to specific skills and in this study the researcher focused on writing skill, specifically narrative. Subject and location of the research also a differentiator.	The similarities lies in the media that used or analyzed in the research, YouTube. Further, this previous study also focused on students' perceptions. The research design that used also qualitative research.
2.	*Students' Perceptions of Using YouTube as English Online Learning Media During Covid-19 Pandemic* (Simanjuntak et al, 2021)	The difference lies in the focus or limitation of the research where in previous study the researchers did not put limitation to specific skills and in this study the researcher focused on writing skill, specifically narrative. Subject and location of the research also a differentiator. Besides, in the previous study, researchers specify the time during Pandemic Covid19.	The similarities lies in the media that used or analyzed in the research, YouTube. Further, this previous study also focused on students' perceptions. The research design that used also qualitative research.
3.	*Students' Perception of Using Animation Video in Teaching Writing Narrative Text* (Pratiwi, 2022)	The difference lies in the media that used and analyzed. In this previous study, the researchers used and analyzed using animation video. whereas in this study using animated videos, especially on YouTube media.	The similarities lies in the skills that analyzed, writing skills, specifically narrative text. Further, this previous study also focused on students' perceptions. The research design that used also qualitative research.

CHAPTER III

RESEARCH METHODOLOGY

This chapter, the research reports the research procedure. The discussion in this chapter is divided into eight subchapters, namely: Research Design, Research Setting, Research Subject, Data and Source of the Data, Research Instrument, Technique of Collecting the Data, Trustworthiness of the Data, and the last is Techniques of Analyzing the Data.

A. Research Design

This studied employs a qualitative descriptive approached. Qualitative researched, which may consist of interviews, questionnaires, and other methods used to gathered information on a certain topic or issue. According to Creswell (2012), descriptive research is used to learn how people in a certain community interpret and react to a social or human issue. Research entails the following steps: the emergence of questions and processes; data collection in the context of the participants; inductive analysis of the data, progressing from specifics to broad themes; and finally, the formulation of interpretations of the results.

Related to this researched, this researched aimed and focused to discover and analyse how MTsN 2 Surakarta students' perception during the used of animation genre youtube videos in composing or wrote narrative texts. Moreover, the findings of this researched had been gathered and presented descriptively.

B. Research Setting

1. Setting of Place

To collect the data of this researched, this researched was carried out in

Surakarta, Indonesia, specifically at the MTsN 2 that located at Jl. Transito, Pajang, Kec. Laweyan, Kota Surakarta, Jawa Tengah.

2. Setting of Time

This researched had been conducting started from February 2023. The estimated time have been spent conducting researched was around 3 months where researcher would collected data at the researched location on student perceptions and also conduct interviews with some of the respondents and teacher with the aimed of strengthening the researched results. The timeline of researched was in the bellowed page at the table 3. 1

Table 3.1 The Timeline of Research

Activities	Month/Week																							
	January 2023				February 2023				March 2023				April 2023				May 2023				June 2023			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Pre- observation			■	■																				
Proposal writing and guidance					■	■	■	■	■	■	■	■												
Proposalseminar													■											
Research datacollection														■	■	■	■							
Analyzing the data, writing research report and guidance																	■	■	■	■				
Thesis examination																							■	

C. Research Subject

Ninth grade students at MTsN 2 Surakarta in academic year 2022/2023 will be used as the study's participants. There are 31 students as the participants. In this case, the English teacher for the entire class used the identical lessons and readings with all of the students in the classroom. The researcher in this study considers that the participant sample represents ninth graders at MTsN 2 Surakarta. Due to the use of a random sampling technique, it may be assumed that the participants is of equal quality. Furthermore, According to Rahmadi (2011), if the total participants is fewer than 100 people, then the entire participants is sampled, but if the participants is more than 100 people, then a sample of 10-15% or 20-25% of the total participants can be collected. The entire participants, in this view, is seen as a potential informant or sample for the study.

D. Data and Source of the Data

Data is an important tool in research in the form of phenomena in the field and numbers. From this data, the researcher will know the results of the research. Data collection must be relevant to the research problem. The data in this study were qualitative descriptive data and used qualitative data procedures for data analysis. The data in this study will be obtained from result of observation about students perspective of learning narrative text using animation youtube videos.

In data collection, researcher need sources to obtain available data, The data source in the research is students at ninth grade of MTsN 2 Surakarta. Data sources are important in conducting research. Thus, the data source is the substance from which the researcher will get the information needed. Ary et.al (1985: 332) said that

in qualitative research two sources that can be used to get the data. The data in this research is perceptions of students in ninth grade at MTsN 2 Surakarta. Information gathered for this research will be obtained from two sources, primary and secondary sources. The data collected was in the form of questionnaire results related to students' perceptions in learning writing narrative text using YouTube videos.

a. Primary Data

Sugiyono (2008) states that primary data can provide valuable information directly. In other words, the primary data is to provide important data related to research problems. The primary data in this research is the form of questionnaire and interview answered by students in ninth grade at MTsN 2 Surakarta.

b. Secondary Data

Secondary data are additional data for obtaining the data, Given (2008) suggests "Secondary data are pre-existing that are collected for different purposes or by people other than researchers". In other words, secondary sources serve to collect data for different purposes in conducting research. Here, the secondary data in this research is book by Robbin and Judge entitled "Organizational Behavior", journals, articles, or other scientific notes related to the object of research. secondary data is used to support in the primary data.

E. Research Instrument

Having the right instruments guarantees accurate and trustworthy of the study. The researcher uses several instruments to support in obtaining data, namely in the form of observation notes, script questionnaires and interview guidance In

this research, the researcher uses Robbin's Theory related to the theory of perception, they are positive and negative perceptions. This study's questionnaire is based on those used in studies by Nurmawarni (2022)and Simanjuntak (2021).

Further, there are some theories that used by Robbins and Judge also Simanjuntak which in this study also adopted and used for the perception on Learning by using YouTube and perception on Learning narrative text writing by using YouTube. The researcher choose the theories that used in questionnaire by Robbins and Judge (2013). Here is a table displaying the questionnaire's structure:

Table 3.2. The Blueprint of Questionnaire

No.	Theory	Indicator
1.	Robbin's Theory	Saya lebih suka belajar menulis narrative teks melalui YouTube daripada melalui buku teks
2.	Robbin's Theory	Belajar menggunakan video animasi di YouTube membuat pembelajaran lebih menarik
3.	Robbin's Theory	Saya merasa lebih termotivasi untuk menulis narrative teks setelah menonton video di YouTube
4.	Robbin's Theory	Menurut saya, video animasi di YouTube memberikan contoh yang lebih jelas dan visual dalam memahami konsep-konsep yang kompleks dalam menulis naratif teks
5.	Robbin's Theory	Saya merasa bahwa video animasi YouTube membantu meningkatkan kemampuan saya dalam menceritakan cerita secara efektif melalui tulisan
6.	Robbin's Theory	Saya akan merekomendasikan penggunaan video animasi di YouTube sebagai media pembelajaran untuk menulis narrative teks
7.	Robbin's Theory	Saya senang jika belajar menggunakan YouTube, karena mudah diakses kapan saja
8.	Robbin's Theory	Saya lebih memperhatikan keindahan animasi daripada materi tentang narrative text
9.	Robbin's Theory	Menurut saya, YouTube dapat mengganggu fokus dan konsentrasi saat belajar menulis teks naratif
10.	Robbin's Theory	Saya kesulitan/masih kesulitan memahami tentang teks naratif setelah belajar teks naratif dengan menggunakan video Youtube

11.	Robbin's Theory	Durasi video animasi YouTube yang terlalu pendek atau terlalu panjang membuat saya sulit untuk memahami materi pembelajaran
12.	Robbin's Theory	Kualitas video animasi YouTube (grafik, animasi, suara) berdampak pada pemahaman saya terhadap materi pembelajaran.
13.	Robbin's Theory	Saya merasa video animasi di YouTube kurang memberikan informasi yang lengkap dan akurat tentang materi pembelajaran dan menulis narrative teks
14.	Robbin's Theory	Konten yang disajikan membosankan
15.	Robbin's Theory	Saya kesulitan memahami materi ketika subtitle dalam video sulit dipahami

In addition, the following table displays the research choicesthat employing Likert scale:

Table 3.3 Value of Student's Responses (Likert Scale)

No	RESPOND	SCALE
1.	Strongly Agree	5
2.	Agree	4
4.	Disagree	2
5.	Strongly Disagree	1

Beside questionnaire this research also employed interview. The interview itself focused on the advantages of YouTube where the script will give students greater freedom of responses. Moreover, the interview script that will used in this research can be seen in this following table:

Table 3.4. The Blueprint of Interview

No	Questions
1.	Bagaimana persepsi Anda terhadap penggunaan YouTube dalam pembelajaran menulis narrative teks?
2.	Apa kelebihan dan kekurangan menggunakan YouTube sebagai sumber belajar untuk menulis narrative teks?

3.	Apakah Anda pernah mengalami kendala atau kesulitan dalam menggunakan video animasi di YouTube untuk belajar dan menulis narrative teks? Jika ya, apa saja kendala tersebut dan bagaimana Anda mengatasinya?
4.	Apakah ada saran atau kritik yang ingin Anda berikan terkait penggunaan video animasi di YouTube dalam belajar dan menulis narrative teks?
5.	Bagaimana cara anda memahami pesan dari video animasi YouTube ketika digunakan sebagai media pembelajaran dalam menulis narrative teks?

F. Techniques of Collecting the Data

Creswell (2012) defines data collection as the process of selecting study participants, gaining their informed consent, and then acquiring information through interviewing or observing them. The researcher followed a protocol to collect the data used in this study. The questionnaire is first created by the researcher. The researcher then distributed the questionnaire tostudents of MTsN 2 Surakarta in academic year 2022/2023. The data received from the questionnaire is then examined by the researcher using the formulas presented in the following subsection. In addition, the researcher will explore relevant books, journals, studies, and other publications for more information.In detail, the collecting data process involves:

1. Observation

Triangulating emerging discoveries is the goal of the observations, as stated by Merriam (2009). They supplement other methods of verification, such as interviews and document examination. Students' actionswere observed during the using of animation genre YouTube videos in narrative texts learning.

The target of observation was the student ninth grade of MTsN 2 Surakarta. The researcher made observations by observing the class during the narrative text lesson when it take placed with the aimed of getting information about the

situation and conditions in the class, how the student interaction and response in the lesson. The researcher made observations twice to got accurate information from the class, on the 15th, and 17th February 2023.

2. Questionnaire

Creswell (2012) defines a questionnaire as a form used in a survey design that study participants fill out and return to the researcher. The surveyed questions for this studied would focus on the students' perceptions during the using of animation genre YouTube videos in narrative texts learning. The researcher conduct a surveyed used a questionnaire on May 15, 2023. To made it easier to got data, the researcher used Google Form media. The Google Form link was shared via a WhatsApp consisting of researcher and ninth grade E students. Further, the detail of questionnaire had been explained in the previous sub-chapter (Research Instrument).

3. Interview

Creswell (2014) explains that an interview consists of asking participants in a study question that are relevant to the topic at hand and recording their responses. In this research, the interview data used as supportive data that strengthen questionnaire data. Researchers conducted unstructured interviews directly. The researcher conducted interviews on May 15, 2023 with 10 students who are randomly selected using questions that have been created by the researcher that are appropriate to the research topic.

G. Trustworthiness of the Data

Valid data might be considered "good data" in qualitative research. Creswell

(2012) organized methods for establishing data validity into eight categories: Use evidence from multiple data sources to support your claims and draw conclusions; The reliability of qualitative findings can be checked by returning the final report or selected descriptions/themes to the participants to see if they agree with the findings; Describe the results in great detail; Specify the researcher's potential sources of bias; Additionally, include information that is opposed to the ideas or is unpleasant in tone; Long periods of time spent in the field; Improve the veracity of the story through peer debriefing; Bring in a third party to perform an audit of the entire project.

Triangulation is employed here as an evaluation method. According to Cohen (2000), "triangulation" refers to the practice of utilizing multiple sources of information in order to better understand human behavior. The findings were more trustworthy and reliable because to the used of triangulation. The validity of the data was ensured in this studied through the used of methodological triangulation. When a researcher employs more than one research techniques, they were said to be engaging in "methodological triangulation." Methodological triangulation, as defined by Cohen (2000), involves employing a mix of approaches to the same research problem. It is important to use multiple sources of evidence to ensure the reliability of your findings through methodical triangulation. In addition, data was gathered through an interview guide supplemented with a questionnaire, and the researcher also made used of documents that could attest to the legitimacy of the participants as researched subjects.

H. Techniques of Analysing the Data

The researcher employs qualitative descriptive methods of data analysis. There are three steps to data analysis in descriptive qualitative research, as outlined by Miles and Huberman (2014). Data reduction, data display, and conclusion drawing/verification. These principles lead the researcher to break down the process of data analysis into three distinct phases: data reduction, data display, and conclusion drawing.

The term "data reduction" refers to the steps taken to narrow down to the most relevant information. When a researcher did research, he collects a large amount of information. This means that it was crucial for the researcher to carefully select data that would prove fruitful for the studied. This means that reduction was the initial stepped in every data analysis process. Used the principle of data reduction as a guide, this study's authors decided to focus on just three aspects of vocabulary learned: the strategy employed, the challenges encountered, and the methods employed to overcome them. The process of reducing data to sentences, narratives, or tables was known as "data display. "

The term "data display" was used to describe the acted of presenting data that had been summarized in the form of patterns. It was a great tool for assisting researcher in making sensed of their data. Displaying data involves the researcher providing a sentence-by-sentence description of the data that had been converted to numerical form. The researcher thus organizes the facts in a logical, descriptive arrangement for the sake of clarity. The final stepped was validation and analysis. Conclusion was a transitory feature in qualitative researched. In this studied, the researcher draws conclusions based on the presentation of the data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents about research findings and discussion. It is as result of research dealing with the student's perceptions of learning English. The result is as the answer of the problem statements stated before. It covers the students' perception about the using videos animation on YouTube in writing narrative text at ninth grade of MTsN 2 Surakarta and the factors influence students' perception in using videos animation on YouTube in writing narrative text at ninth grade of MTsN 2 Surakarta.

A. Research Findings

In the research, the researcher used three techniques of collecting data, they are observation, questionnaire, and interview. This part presenting the findings of the two research problems. The first is about the students' perception about the using videos animation on YouTube in writing narrative text at ninth grade of MTsN 2 Surakarta, and the second is the factors influence students' perception in using videos animation on YouTube in writing narrative text at ninth grade of MTsN 2 Surakarta. This finding of this study is presented below.

1. Students' Perception About The Using Videos Animation on Youtube in Writing Narrative Text at Ninth Grade of MTsN 2 Surakarta

Perception is the final process of observation which begins with the sensing process, namely the process of receiving a stimulus by the senses, then the individual has attention, then it is passed on to the brain and only then does the individual become aware of something called perception. According to Robbins & Judge (2013), perception is the process of organizing the

interpretation of stimuli received by an organism or individual which is meaningful and an integrated activity within the individual. Based on the explanation above, it will produce positive and negative perceptions, the following are positive and negative perceptions based on the data obtained by the researcher.

a. Positive Perceptions

The positive perceptions here are student responses as respondents to this study which show approval or a supportive response about learning narrative text using animated YouTube videos. According to them, learning to use YouTube video animations can make it easier to understand narrative text material. Following are students' positive perceptions about learning narrative text using YouTube animation videos:

1. Observation Result

Observation is one of the methods used by researchers to obtain data in this study. Researcher make observations in the classroom by observing how the activities or conditions of students when studying narrative texts using animated videos on YouTube. Then the researcher made notes regarding the state of the class to obtain data and strengthened it by interviewing several students regarding their perceptions about using YouTube as a medium for learning narrative texts. Based on the results of observations made by researchers, there are several findings that have been explained in the next paragraph.

Class conditions when students was directed by the teacher to watched video animations on YouTube looked conducive and they paid

attention to the contents of the video animations students also had enthusiasm and high motivation to learned narrative texted, this was evident when they finished watching they was more active in asking or answering questions to the teacher. In addition, there was students who watched videos repeatedly, which they did to understand certain parts of the video that they did not understand. Repeating watching videos was one of the advantages of learned to used YouTube instead of used books or listening to material explained by the teacher. Because YouTube had easier accessibility, it had been easier for students to understand material when learned to used YouTube.

2. Questionnaires Result

Besides observation, researcher also used questionnaires to obtain data. This questionnaire is to strengthen the data that the researcher obtained from observation, in which the researcher provided a link to students via WhatsApp. Based on the results of the questionnaire from the researcher, it was recorded that statements 1, 2, 3, 4, 5, 6, 7, 9, and 12 showed positive perceptions of students. The collected data from the questionnaire had been served by used analysis ststistic descriptive by used the formula: P = F:N x 100. The following were the results of the questionnaire along with the table:

Table 4.1 The Results of Positive Perceptions in The Questionnaire

No.	Statement	SA	A	DA	SDA	Total
1.	Saya lebih suka belajar menulis narrative teks melalui YouTube daripada melalui buku teks	3%	71%	23%	3%	100%

2.	Belajar menggunakan video animasi di YouTube membuat pembelajaran lebih menarik.	32%	61%	6%	0%	100%
3.	Saya merasa lebih termotivasi untuk menulis narrative teks setelah menonton video di YouTube	13%	74%	13%	0%	100%
4.	Menurut saya, video animasi di YouTube memberikan contoh yang lebih jelas dan visual dalam memahami konsep-konsep yang kompleks dalam menulis naratif teks	36%	61%	3%	0%	100%
5.	Saya merasa bahwa video animasi YouTube membantu meningkatkan kemampuan saya dalam menceritakan cerita secara efektif melalui tulisan.	13%	74%	13%	0%	100%
6.	Saya senang jika belajar dengan menggunakan YouTube, karena mudah diakses kapan saja	32%	55%	10%	3%	100%
7.	Saya akan merekomendasikan penggunaan video animasi di YouTube sebagai media pembelajaran untuk menulis narrative teks	16%	68%	13%	3%	100%
9.	Menurut saya, YouTube dapat mengganggu fokus dan konsentrasi saat belajar menulis teks naratif	10%	35%	52%	3%	100%
12.	Konten yang disaji kan membosankan	6%	32%	52%	10%	100%

Statements 1, *Saya lebih suka belajar menulis narrative teks melalui YouTube daripada melalui buku teks*. From this first statement, there is 3% respondent who strongly agrees out of a total of 31 respondents, Then 71% respondents agreed with the first statement. 23% respondents gave their perceptions to the first statement with strongly disagree, and disagree got 3% respondent. From the data above it also shows that most students who were respondents chose to use animated videos on

YouTube to learned narrative text.

This statement is included in the positive perception category because more than 50% of students agree with the statement above. Students feel happy learning to use YouTube because of the ease of access. YouTube offers better flexibility than books, so students give a positive response to this statement.

Statements 2, *Belajar menggunakan video animasi di YouTube membuat pembelajaran lebih menarik*. This statement got 32% perceptions from respondents' who strongly agreed, and 61% chose to agree in this statement. Furthermore, 6% students disagree with this statement, and there are no students who strongly disagree. This means that respondents who perceive agree are more dominant than other perceptions.

The statements above are included in the positive perception category because students feel that learning to use video animation on YouTube makes learning more interesting. When learning is interesting, students will be more enthusiastic about participating in learning and more easily understand the material.

Statements 3, *Saya merasa lebih termotivasi untuk menulis narrative teks setelah menonton video di YouTube*. This third statement is to find out the impact of students as respondents after learning to use YouTube, whether this can provide motivation in learning narrative text or not. The results of the perceptions of the respondents here will answer the question. 12% respondents perceive strongly agree on these statements.

74% students agreed with this statement, then 12% students disagreed, and there were no students who strongly disagreed with this statement.

Based on the number of respondents who gave their perceptions of the statement above, it shows that students who agree are more dominant. This means that watching videos on YouTube when learning narrative text can motivate students to write narrative text. This means that the statements above are included in the positive perception category because learning narrative text using YouTube animation can increase students' motivation to learn. The higher the motivation students have, the easier it will be to understand the material.

Statements 4, *Menurut saya, video animasi di YouTube memberikan contoh yang lebih jelas dan visual dalam memahami konsep-konsep yang kompleks dalam menulis naratif teks*. These statements are to find out how clear and how visual the material the students get is to understand the concepts in writing narrative text. 61% respondents have the perception that they agree with these statements, which shows the highest number compared to the other perceptions. It can be concluded that students get clearer material visually when watching animated videos on YouTube in understanding the concept of writing narrative text.

The statement above shows that it is included in the positive perception category because according to students learning narrative texts using YouTube provides clearer examples. So that students will more easily understand the material in the video. Animation on

YouTube makes complex narrative text material shorter and easier to understand, then it is supported by attractive visualizations that make students more comfortable learning.

Statements 5, *Saya merasa bahwa video animasi YouTube membantu meningkatkan kemampuan saya dalam menceritakan cerita secara efektif melalui tulisan.* These statements can reveal that students' perceptions of watching animated videos on YouTube can help improve students' ability to write stories. Based on the 31 respondents, there were 74% students who agreed on this statement. This means that students are greatly assisted in writing stories by watching animated videos on YouTube about narrative text.

Statements are included in the category of positive perceptions from students because YouTube can help students to improve students' abilities in terms of narrative text. This ability is not only an understanding of narrative text, but students are able to apply their understanding of narrative text so that they can make stories effectively based on their knowledge of narrative text.

Statements 6, *Saya senang jika belajar dengan menggunakan YouTube, karena mudah diakses kapan saja*. The results of the respondents' perceptions of these statements can be evidence of the advantages of learning to use video animation on YouTube. The number of respondents who perceive that they agree on these statements is 55% students, which is the largest number of other perceptions. It can be concluded that learning to use YouTube is more popular with

students because it is easy to access, besides that students can find many references related to teaching narrative text on YouTube.

The results of the respondents in the statement above are included in the positive perception category because students agree that YouTube makes it easy to access. For the benefit of learning, students can access anytime and anywhere. The high accessibility and flexibility of YouTube makes students more comfortable learning, when there is material that is difficult to understand, they can replay that part until they understand it. This is one of the advantages of YouTube being used as a learning medium, so that learning is easier.

Statements 7, *Saya akan merekomendasikan penggunaan video animasi di YouTube sebagai media pembelajaran untuk menulis narrative teks*. These statements are to find out the perceptions of students who have used YouTube as a medium for learning narrative text, whether this can be recommended to other students in learning to use YouTube or not. Based on the results of the questionnaire from the respondents, there were 68% students who agreed on these statements. This number is the largest of the total 31 respondents, so it can be concluded that students who have learned to use YouTube recommend other students to learn to use YouTube as well.

Students who are already using YouTube as a medium for learning narrative text recommend other students to follow them, namely learning narrative text using YouTube animation. It is clear that the student's response to this statement is included in the positive

perception category. Respondents who use YouTube video animation to learn narrative get a good experience because they feel all the advantages, so they recommend it to other students.

Statements 9, *Menurut saya, YouTube dapat mengganggu fokus dan konsentrasi saat belajar menulis teks naratif*. These statements are to find out whether students can stay focused and concentrate on learning narrative text using YouTube. The data found by the researcher showed that 10% students who were respondents chose to strongly agree with these statements, then 33% students gave a perception that they agreed. The largest number for these statements was 52% students as respondents choosing disagree, and 1 student strongly disagreed with these statements.

The data above shows that most students can stay focused and concentrate when learning narrative text using YouTube. Other students who have a smaller number perceive that learning narrative text using YouTube can interfere with their focus and concentration. This can affect students in learning narrative text using YouTube. This shows that the student responses to the statement above are included in the category of positive perceptions. Learning to use video animation on YouTube does not interfere with students' focus on understanding narrative text material, in fact students are increasingly helped because of the convenience on YouTube.

Statements 12, *Konten yang disajikan membosankan*. This statement is to find out that students or respondents are bored with the content

presented. The researcher found that 6% students strongly agreed, 32% students agreed, then 52% students disagreed and 10% students strongly disagreed with these statements. This means that from the data above it can be shown that most students can enjoy the content of narrative text learning materials on animated YouTube videos, but some students also feel bored with the content presented on YouTube.

The above perceptions are included in the category of positive perceptions because students who disagree with the statement above are more than agree. This shows that the content in video animation is not boring, meaning that students are still interested and enjoy the learning content. Student interest in learning content is important, because it makes them eager to learn and increases their motivation. When they are not interested in learning content, they will be bored and lazy to learn.

3. Interviews Result

Interview is the last method used by researcher to obtain data. Researcher conducted interviews with questions and answers directly with students. After observations and questionnaires, interviews further strengthen the data because researcher can communicate directly and know students' expressions. The following are the results of interviews conducted by researcher,

The first question of the interview is, *Bagaimana persepsi Anda terhadap penggunaan YouTube dalam pembelajaran menulis narrative teks?*. From this question, all students answered that they were

interested in learning to use YouTube because it was easy to understand, student-R said, *Menurut saya, belajar menggunakan YouTube lebih mudah dipahami dan lebih menarik* other respondents also said, *YouTube membuat pelajaran lebih menarik dan tidak membosankan.* Based on the first question in the interview, it can be concluded that students prefer learning to use YouTube rather than reading books, because according to them YouTube is more effective and not boring. Besides that, the ease of accessing YouTube can help students learn and understand narrative text by presenting more varied material, then video animations also make students more comfortable in learning.

The next interview question is, *Apa kelebihan dan kekurangan menggunakan YouTube sebagai sumber belajar untuk menulis narrative teks?* This question is to find out students' perceptions of the advantages and disadvantages of learning to use YouTube. This interview is also to find out the negative side of learning to use YouTube according to the students themselves. Several students agreed that the advantages of learning using YouTube were that it was easy to access, the visualization in the animation was clear and the backsound in the video made students more enthusiastic about learning. This is in accordance with the answers of student-S that said, *Kita bisa lebih bersemangat dalam belajar karena ada animasi dan suaranya.* This means that learning narrative text using YouTube really helps students increase their enthusiasm for learning. In addition, there are other students who think that learning to use YouTube is very easy to

understand if there are examples on the video and explained sequentially. Student-Q said, *Diberikan contoh dan dijelaskan secara rinci dan berurutan sehingga sangat mudah dipahami*. It can be concluded that to help students understand learning material, students need examples and detailed explanations so that the material is easy to understand.

The last question in this interview is, *Bagaimana cara anda memahami pesan dari video animasi YouTube ketika digunakan sebagai media pembelajaran dalam menulis narrative teks*. This question aims to find out how students understand the message of animated videos on YouTube. Some students do repetition in watching the video to understand the storyline contained in the video, or repeat certain parts that they do not understand until they can understand that part. Student-R said, *Mengulang bagian yang belum paham* then reinforced it with the opinions of student-R, *Menonton ulang animasinya sampai paham*. Besides that, students also taking notes important parts of the video, this is in accordance with the opinion of student-H, *Dengan cara mencatat sesuatu hal penting yang disampaikan oleh pembicara di youtube, setelah itu dibaca, di ulang-ulang agar capat paham*. This shows easy accessibility, which gives it a distinct advantage over learning using books. Where students can re-watch the video material without being limited by place and time as long as they have an internet network.

b. Negative Perceptions

Negative perceptions are students' opinions that show the ineffectiveness of learning narrative text using videos animation on YouTube. Students find it difficult to understand the material when learning to use video animation on YouTube. The following are students' negative perceptions about learning narrative text using YouTube animation videos:

1. Observation Result

Observation is one of the methods used by researcher to obtain data in this study. The researcher make observations in the classroom by observing how the activities or conditions of students when studying narrative texts using animated videos on YouTube. Then the researcher made notes regarding the state of the class to obtain data and strengthened it by interviewing several students regarding their perceptions about using YouTube as a medium for learning narrative texts. Based on observations, there are students who experience difficulties due to several obstacles, so that these students are not optimal when learning narrative text using video animation on YouTube. The following is an explanation based on the results of observations made by researcher.

YouTube is a social media platform which requires an internet network to access everything in it, so students who access YouTube must have an internet network to be able to watch animated videos about narrative text material. When learning is in progress, there are

students who have problems with the internet, the data quota used to watch videos runs out before the video is finished. This can disrupt the condition of the learning class, because students who run out of quota data must ask for help from other students who are listening to the material, to share their internet or hotspots. This certainly makes learning using YouTube less effective, because it has the potential to reduce students' focus so that the material they get is less than optimal for them to understand.

2. Questionnaires Result

In this questionnaire, the researcher categorizes students' negative perceptions. Based on the results of the questionnaire, it shows that statements no. 8, 10, 11, 13, 14, and 15 are included in the negative perception category. The collected data from the questionnaire will be served by using analysis ststistic descriptive by using the formula: $P = F{:}N \times 100$. The statement will be explained as follows among with the table,

Table 4.2 The Results of Negative Perceptions in the Questionnaire

No.	Statement	SA	A	DA	SDA	Total
8.	Saya lebih memperhatikan keindahan animasi daripada materi tentang narrative text	13%	45%	35%	6%	100%
10.	Saya kesulitan/masih kesulitan memahami tentang teks naratif setelah belajar teks naratif dengan menggunakan video Youtube	3%	45%	48%	3%	100%
11.	Durasi video animasi YouTube yang terlalu pendek atau terlalu panjang membuat saya sulit untuk memahami materi pembelajaran	13%	55%	29%	3%	100%

13.	Kualitas video animasi YouTube (grafik, animasi, suara) berdampak pada pemahaman saya terhadap materi pembelajaran.	19%	65%	13%	3%	100%
14.	Saya kesulitan memahami materi ketika subtitle dalam video sulit dipahami	19%	61%	19%	0%	100%
15.	Saya merasa video animasi di YouTube kurang memberikan informasi yang lengkap dan akurat tentang materi pembelajaran dan menulis narrative teks	10%	42%	45%	3%	100%

Statements 8, *Saya lebih memperhatikan keindahan animasi daripada materi tentang narrative text*. In this study, the researcher did not only examine the positive perceptions of the respondents, but to obtain objective data the researcher also examined the negative perceptions of the students regarding the use of animated videos on YouTube in learning narrative text. These statements are to find out which students' perceptions when watching videos on YouTube pay more attention to the animation than the learning material about narrative text.

Based on 31 respondents, there were 45% students who agreed with these statements, while 35% students chose to disagree, and 13% other students chose to strongly agree with these statements. This can be interpreted that most students pay more attention to the beauty of animation which can affect the understanding students get from the video. Then some other students gave their perception that the animation in the video did not affect them in learning, because they still

paid attention to the narrative text learning material rather than the animation in the video.

The student response to the statement above shows a negative perception. This is a drawback that YouTube video animation has as a medium for learning narrative text, because it makes students more focused on paying attention to the beauty of video animation than the material conveyed in it. This resulted in students having difficulty understanding narrative text material, because they focused on the beauty of the animation.

Statements 10, *Saya kesulitan/masih kesulitan memahami tentang teks naratif setelah belajar teks naratif dengan menggunakan video Youtube*. In these statements, the researcher wants to reveal that learning narrative text can affect students' difficulties in understanding narrative text. In these statements, the researcher found that 1 respondent had a perception that he strongly agreed with these statements, then 45% students or respondents agreed. Then 48% students disagreed and 3% student strongly disagreed with these statements.

Based on the data above, it shows that most students do not find it difficult to understand narrative text material when learning to use YouTube. This was supported by 48% respondents who chose disagree with the statements above, then added 3% respondent who chose strongly disagree. The data obtained by the researcher regarding these statements almost showed balanced results, because of the 31 students

as respondents there were 45% students who agreed and 1 who strongly agreed with these statements.

The statements above show negative statements, because students find it difficult to understand the material in the video animation. This relates to the knowledge and analytical abilities of students towards the material. In addition, students are accustomed to learning using books and hearing explanations from teachers, so they need adaptations to use YouTube video animations for learning.

Statements 11, *Durasi video animasi YouTube yang terlalu pendek atau terlalu panjang membuat saya sulit untuk memahami materi pembelajaran*. In this statement, the researcher wants to know that the duration of an animated video on YouTube can affect students' understanding of narrative text material. The results of the respondents' perceptions of these statements are that 13% students strongly agree, 55% students agree, then 29% students disagree and 3% student strongly disagrees with these statements.

The data above shows that the duration of video animation on YouTube can affect students' understanding of YouTube material. Video duration that is too short or too long can make it difficult for students to understand narrative text material. This means that the material presented in the video must be of ideal duration to be more effective.

The statements above regarding the duration of the video received a negative response from respondents or students, so that it is included in

the negative perception category. This is because students find it difficult to understand the material because of the inappropriate duration. Negative perceptions of the duration of animated videos that are too short or too long can be related to individual preferences for their learning methods. Some people may find it difficult to understand material when videos are too short, because the information conveyed is not complete or in-depth enough. On the other hand, videos that are too long can make some students lose concentration or feel bored.

Statements 13, *Kualitas video animasi YouTube (grafik, animasi, suara) berdampak pada pemahaman saya terhadap materi pembelajaran*. This statement is to obtain data about the quality of video animation including graphics, animation, and sound that can have an impact on students' understanding of learning material. That is, the clearer the graphics, the better animation, and the right sound in the video can influence students' understanding of learning material.

This statement received a positive response from students, because out of 31 respondents there were 65% students who agreed with this statement. Based on the results of the questionnaire, it can be concluded that 65% of students rely heavily on the quality of video animation in understanding narrative text material.

The statements above are included in the negative perception category because students still depend on the quality of the video animation, not focusing on the material in the animated YouTube video. This of course affects students' understanding of the material, students

need good graphics to get comfortable while studying, so they can enjoy video animation and the material in it, and easily understand the material.

Statements 14, *Saya kesulitan memahami materi ketika subtitle dalam video sulit dipahami*. These statements are to find out that the understanding students get depends on video subtitles. Based on the results of the questionnaire, there were 61% of students who agreed with this perception. It can be concluded that most students rely heavily on video subtitles, the more difficult the subtitles, the more difficult it will be for students to understand the video. So that the subtitles with the video narration must be appropriate and appropriate.

In the previous statement students depended on the quality of the graphics to understand the material, whereas in this statement students depended on the ease of subtitles in the video animation. This student's perception is included in the negative perception category because students are not yet able to explore themselves so they depend on subtitles in narrative text material. This also shows deficiencies when learning to use video animation on YouTube, where subtitles greatly affect student understanding. This is also related to the students' language skills, the higher their language skills, the subtitle will not be a problem for their narrative text learning process.

Statements 15, *Saya merasa video animasi di YouTube kurang memberikan informasi yang lengkap dan akurat tentang materi pembelajaran dan menulis narrative teks*. These statements are to find

out the accuracy of information about teaching narrative text in videos. Based on the results of the respondents, it was shown that most students felt that the information conveyed in the YouTube video was less accurate and incomplete regarding narrative text material. Some other students felt that the information about narrative text was accurate and complete.

Based on the percentage of respondents in this questionnaire, the statement above shows that students who feel the animated videos on YouTube are incomplete in providing material, more than those who feel YouTube is sufficient in providing narrative text material. This shows that students' perceptions of this statement are included in the category of negative perceptions. Because indirectly they think that narrative text material is only found in the videos they watch, even though there are many video references that should be their learning material about narrative text.

3. Interview Result

This interview is based on the category of negative perceptions that have been conducted by researcher. The findings will be explained as follows,

Students also gave their perceptions about the disadvantages of using YouTube as a learning medium. Based on the interviews conducted by the researcher, there were students who said that they had difficulty understanding the material because the subtitles in the video were confusing, student-H said, *Subtitle YouTube yang kurang jelas*

membuat kesulitan dalam belajar narrative text. This means that the subtitles on the video have a big influence on students' understanding of learning material.

The next question is, *Apakah Anda pernah mengalami kendala atau kesulitan dalam menggunakan video animasi di YouTube untuk belajar dan menulis narrative teks? Jika ya, apa saja kendala tersebut dan bagaimana Anda mengatasinya?*. The third question in this interview is to find out students' perceptions of how they can overcome problems when learning to use YouTube.

Based on the results of the interviews, several students never had problems when learning to use YouTube. However, other students found problems, namely the internet network they used was unstable, student-A said, *Hp atau internet saya kadang tidak stabil*, but the student-I said, *Namun bisa diatasi dengan hotspot teman*, meaning that the student can solve this problem by using the help of an internet hotspot from their friends' cellphone.

The next question in this interview is, *Apakah ada saran atau kritik yang ingin Anda berikan terkait penggunaan video animasi di YouTube dalam belajar dan menulis narrative teks? (durasi, kualitas video, audio, bahasa)*. The fourth question is to find out suggestions or criticism from students when learning narrative text using YouTube. Some students gave criticism on the quality of the animation in the video, in their opinion the animation should be made even more interesting so that the material in the video is easy to understand, this is

in accordance with student-H answers, *Video/animasi dibuat semaksimal mungkin agar membantu memudahkan pembelajaran siswa*, then supported by student-R by saying, *Jika menggunakan animasi youtube, animasinya yang bagus, dan bahasa yang mudah dipahami*. In addition, they provide suggestions on the length of the video. Student-I said, *Videonya dibuat lebih ringkas agar siswa tidak bosan*, then supported by the statements of student-H that said, *Lebih baik video/animasi text narrative dibuat dengan durasi yang pendek, karena akan lebih mudah memahami alur dari cerita tersebut*. From the two responses it can be concluded that animated graphics and duration in the video have a big impact on students understanding video material. So, the selection of videos to be presented to students is also important, so that students are interested and comfortable when watching the video to understand narrative text, then the duration in the video must be made effective as needed.

c. **Evaluation**

In this section the researcher will provide notes or evaluations about learning narrative text using animated videos on YouTube. Based on the results of the classification of positive perceptions and negative perceptions above, it can be seen that the number of positive perceptions is 18, while the negative perceptions are 13, each of these numbers is an accumulation of observations, questionnaires, and interviews. The above amounts in the form of a percentage table are as follows:

THE RESULTS OF STUDENT PERCEPTIONS

■ Positive Perception ■ Negative Perception

42%

58%
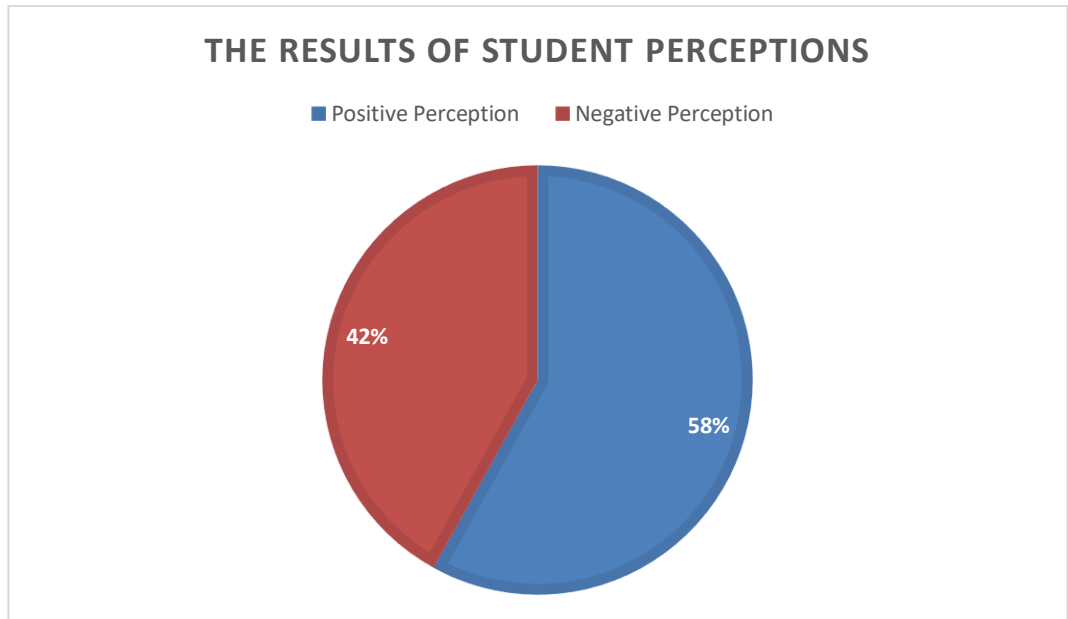
Based on the accumulated results above, the researcher will provide some notes that the results of these negative perceptions can still be given a solution, so that learning using YouTube video animation becomes effective. They give a negative perception because human error can still be fixed, such as a bad network for accessing the internet that can be overcome with a hotspot or wifi. Then the duration, subtitles, poor graphic quality can be overcome by choosing the ideal video according to student learning needs. In addition, the role of the teacher here is also very much needed to support students in understanding the material in the video.

2. **Factors Influence Students' Perception in Using Videos Animation on Youtube in Writing Narrative Text at Ninth Grade of MTsN 2 Surakarta**

According to Robbins and Judge, internal and external factors that influence narrative learning through YouTube can include several aspects. Individual cognitive abilities, such as intelligence, analytical skills, and understanding of

language, are included in the internal factors which can affect their ability to extract information from narrative videos on YouTube. Following are some internal and external factors based on this research,

a. Internal Factors

Students' motivation to learn through YouTube can be influenced by their needs and desires to acquire new knowledge or skills, in which motivation is included in internal factors. The following are internal factors that can influence students in learning narrative text using YouTube video animations based on the data obtained by the researcher,

1. Observation Result

Observation is one of the methods used by researcher to obtain data in this study. The researcher make observations in the classroom by observing how the activities or conditions of students when studying narrative texts using animated videos on YouTube. Then the researcher made notes regarding the state of the class to obtain data and strengthened it by interviewing several students regarding their perceptions about using YouTube as a medium for learning narrative texts.

Based on the results of observations, there are internal factors that can influence, namely: Students have high enthusiasm and motivation to learn narrative text using animated videos on YouTube. This is evident when finished watching they are more active in asking or answering questions from the teacher. In addition, there are students who watch videos repeatedly, which they do to

understand certain parts of the video that they don't understand.

Every student has a different learning style. Some students more easily understand material visually, whereas others may be more effective at learning through auditory or kinesthetic methods. In this case, if students have a greater need for direct interaction with narrative text, YouTube videos may not fully meet their learning needs. The explanation above is an internal factor that can influence student learning. Students feel motivated and have high curiosity.

2. Questionnaire Result

The questionnaire conducted by the researcher showed some results that fall into the category of internal factors. This is addressed in numbers 3, 9, 10, which will be explained in the next paragraph.

Statement 3, *Saya merasa lebih termotivasi untuk menulis narrative teks setelah menonton video di YouTube*. It is included in the category of internal factors because it relates to students' motivation to learn narrative text using animated videos on YouTube. Students' interest in learning narrative text is getting higher because the media used is YouTube. This is as explained by Robbins (2013) that motivation is one of the internal factors that can affect student learning. If students are less motivated or do not have a strong interest in narrative texts, they may put less effort into understanding the material taught through the video.

Statements 9, *Menurut saya, YouTube dapat mengganggu fokus dan konsentrasi saat belajar menulis teks naratif*. Statement 9

is included in the category of internal factors because the level of concentration and attention of students can also affect their understanding of narrative text through YouTube videos. If students have difficulty concentrating or are distracted by external factors while watching the video, then they may not be able to gain a deep understanding of the narrative text.

Statements 10, *Saya kesulitan/masih kesulitan memahami tentang teks naratif setelah belajar teks naratif dengan menggunakan video Youtube*. This statement is included in the category of internal factors because it relates to the analytical abilities of students. One of the internal factors that influence student learning is their intelligence. Every individual has different intelligence, including in understanding narrative text. so that the difference in the level of students' understanding of the material taught through YouTube videos.

3. Interview Result

Based on interviews conducted by researcher, there are interview results that fall into the category of internal factors, this will be explained in the next paragraph.

This is in accordance with the data obtained by the researcher when conducting interviews, student-S said, *Kita bisa lebih bersemangat dalam belajar karena ada animasi dan suaranya*. This means that they have high enthusiasm in learning to use YouTube, because this is their need in learning narrative text, besides that using

YouTube is an innovation for them so that learning is more fun and not monotonous.

Based on the data obtained by the researcher during the interview, the student-R said, *Ya, animasi kurang menarik dan bahasanya kurang bisa dimengerti*. Based on the students' opinions, it can be concluded that the analytical skills and understanding of language possessed by students have a big influence on learning narrative text using video animation on YouTube. The better the students' ability in analyzing, the faster they will understand the material in the video, this is also supported by their good mastery of the language.

b. **External Factors**

According to Robbins (2013), there are several external factors that can affect student learning. Here are some examples of external factors:

The first external factor is the School Environment, factors in the school environment can also affect student learning. These include the quality of teaching, the style of school management, available resources (eg. textbooks, libraries, technology), social support from teachers and classmates, and school regulations that affect discipline.

The second is Peers, Interaction with peers can also have an impact on student learning. Peers can provide social support, influencing the norms and values adopted by students.

The third is Technology. The development of information and communication technology has changed the way students learn. The use

of technology, such as access to the internet, mobile devices, and digital learning applications, can affect how students acquire information, interact with course material, and develop new skills.

There are many other factors that can also influence student learning, and each student can have unique experiences related to these factors. Based on research conducted by researcher found several internal factors which will be explained as follows,

1. Observation Result

Observation is one of the methods used by researcher to obtain data in this study. The researcher make observations in the classroom by observing how the activities or conditions of students when studying narrative texts using animated videos on YouTube. Then the researcher made notes regarding the state of the class to obtain data and strengthened it by interviewing several students regarding their perceptions about using YouTube as a medium for learning narrative texts.

Based on observations made by researcher, there are external factors that can influence students in learning narrative text using animated videos on YouTube, namely the internet network or the quota data they have. When the researcher made observations, The researcher found students who were constrained by the internet network, namely the quota data used to access the internet had run out so that all of the material in the video had not been watched. This of course can disrupt the learning process, students who run out of quota

data automatically cannot understand the learning material to the fullest because the video material has not been watched yet. These students need help from other students to share their internet network so that the learning process is also disrupted.

2. Questionnaire Result

The questionnaire conducted by the researcher produced some data that was included in the category of external factors in statements 1,2,4,5,6,7,8,11,12 and 13. However, the researcher will only provide 3 statements as examples of questionnaires that are included in the category external factors. The statement will be explained in the following paragraphs.

Statements 6, *Saya senang jika belajar dengan menggunakan YouTube, karena mudah diakses kapan saja*. Statement 6 is included in the category of external factors that can influence learning narrative text using video animation on YouTube because it is related to technology, namely the ease of technological advances that students can enjoy. In the statements above it is stated that YouTube is easy to access at any time. This shows that technology and accessibility factors play an important role in influencing student learning. In this context, YouTube as an animated video platform makes it easy for students to access learning materials according to their needs.

The caption *Karena mudah diakses kapan saja* shows that animated videos on YouTube provide flexibility and comfort in learning. Robbins and Judge highlight that external factors that create

a comfortable environment and provide time and place flexibility can increase the effectiveness of student learning. Through YouTube, students can study according to their own schedule and preferences.

Statements 8, *Saya lebih memperhatikan keindahan animasi daripada materi tentang narrative text.* Statement 8 is included in the category of internal factors because animated videos on YouTube can be a fun and interesting learning environment for students. The beauty of the animation presented in the video can attract students' attention and make them more interested in learning. One of the external factors that can affect student learning is the visual factor, such as the good animation in the video. When students pay more attention to good animation than to material about narrative text, this can cause them to focus more on the visual aspects than the actual content.

Statements 11, *Durasi video animasi YouTube yang terlalu pendek atau panjang membuat saya sulit untuk memahami materi pembelajaran.* Statement 11 can be analyzed as follows:

The first factor that can be noticed is the duration of the animated video on YouTube. According to Robbins perspective, videos that are too short or too long can affect student learning. If the videos are too short, students may not get adequate explanations or the necessary details to understand the learning material. On the other hand, if the video is too long, students may lose interest or have trouble holding their attention throughout the video.

Next is difficulty understanding the material. This statement also

indicates that inappropriate video durations can cause difficulties in understanding learning material. If the videos are too short, students may not have enough time to process the information properly. On the other hand, if the video is too long, students may feel overwhelmed by the amount of information presented at once. The 3 statements above are considered by the researcher to be sufficient as an example of the results of the data obtained by the researcher.

3. Interview Result

Based on the results of the interviews conducted, the researcher found several student perceptions that fall into the category of external factors. These statements are as follows,

The first statements are related to the design and quality of narrative video content on YouTube which can affect the effectiveness of learning. Factors such as clear presentation of information, use of attractive visuals and good narration can facilitate understanding and retention of information. If this is not optimal, students will experience problems in understanding the video. This is in accordance with the results of the researcher's interview, in which student-R said, *Jika menggunakan animasi di YouTube, animasinya yang bagus, dan bahasanya yang mudah dimengerti*. Based on the student's statement, it can be concluded that the quality of the graphics in the animation, and the language used in the video animation is one of the factors students understand in understanding the material in the YouTube animation video.

The second finding related to external factors is social support. Social support from peers, parents, teachers, mentors or instructors can be an important external factor in narrative learning via YouTube. Comments, feedback, or discussion that appear beneath a video can provide an opportunity to interact with others and deepen understanding. The same thing as the data obtained by researcher, namely when students experience problems, the environment is very important to assist in the learning process. The student-A said, *Terkadang hp atau internet saya tidak stabil, hal ini bisa diatasi dengan menggunakan hotspot teman*. These student statements were examples of the perception that social support or the immediate environment had a major influence on students' learned.

Technology accessibility is also an important factor that can influence students in the process of learning narrative text using YouTube. The availability and accessibility of technology, such as a stable internet connection, smartphone devices, and the YouTube platform itself, can affect an individual's ability to access and utilize narrative learning materials. Even the ease of accessing YouTube is a distinct advantage compared to learning using books. This is in accordance with the data found by researcher, student-H said, *Kita dapat mengakses atau belajar kapan saja tanpa terikat waktu dan tempat*. Based on these data, it shows that it is easier for students to learn, when they do not understand the narrative text material well, they can repeat the video until they get sufficient understanding. This

shows that the accessibility of technology has a big influence on students learning to use YouTube.

B. Discussion

This part aims to discuss the research findings explained above. It deals with two research problems; Students' Perception in Using Videos Animation on YouTube in Writing Narrative Text at Ninth Grade of MTsN 2 Surakarta and Factors Influence Students' Perception in Using Videos Animation on YouTube in Writing Narrative Text at Ninth Grade of MTsN 2 Surakarta.

1. **Students' Perception in Using Videos Animation on YouTube in Writing Narrative Text at Ninth Grade of MTsN 2 Surakarta**

Based on research that has been conducted by researcher on class 9E students of MTsN 2 Surakarta, researcher found more than 60% of students who agree with learning narrative texts using YouTube animated videos. This amount is known from the results of accumulated observations, questionnaires, and interviews conducted by researcher on respondents. In addition, there are many advantages of learning using animated videos on YouTube instead of using books. Researcher also classify positive and negative perceptions, in which there are 58% positive perceptions, and 42% negative perceptions. Based on the percentage above, it shows that positive perceptions are higher than negative perceptions. This happens because in addition to students giving more positive perceptions than negative ones, students also get many advantages over their disadvantages when learning narrative text using YouTube. This is according to the category by Robbins (2013), A positive

perspective is one that accurately depicts all learned information and the subsequent actions that result from the conscious decision to use that information. Whereas a negative perception is one that describes information and actions that are at odds with what is being perceived.

Learning narrative text using animated YouTube videos provides many conveniences for students, easy accessibility allows students to learn without being limited by place and time. In addition, when students find difficulties in some parts of the learning material in the video, they can watch it again until they can understand the material. Learning to use animation on YouTube videos can make it easier for students to understand the material, they are more motivated because they have fun learning.

The explanation above is different from previous research, from research conducted by Gracella & Nur (2020) entitled "Students' Perception of English Learning through YouTube Application" which only discusses students' perceptions of English learning through YouTube are beneficial and help them learn English . This means that they only discuss YouTube as a student learning medium, learning English in general is not specific about certain material, and the learning materials are also not specific to video animation, but can be music, short films, etc. Meanwhile, in this study, the researcher discussed how students' perceptions about learning narrative text using YouTube video animations. Researcher focus on narrative text and video animation on YouTube as a learning medium. In addition, there is another study which has the same topic, namely about student perceptions and entitled "Students' Perception of Using Animation Video in Teaching Listening of Narrative Text

(2018)" by Chyntia Rahayu Mardianti from the Department of English Education Faculty of Educational Sciences Syarif Hidayatullah State Islamic University, Jakarta. However, the results of this study are different from the research conducted by Chytia Rahayu, in which Rahayu's research resulted in students' perceptions of learning narrative text by listening. Meanwhile, this study resulted in positive and negative perceptions of students learning narrative text using YouTube video animations.

2. **Factors Influence Students' Perception in Using Videos Animation on Youtube in Writing Narrative Text at Ninth Grade of MTsN 2 Surakarta**

This study also discusses the factors that can influence students' perceptions when learning. Based on Robbins statements, Internal Factors involve current rating and current state, in this context mean personal conditions which can include educational status, economic conditions, and so on from people who have or convey these perceptions. Whereas external factors related to something that come from outside of people or the environment.

The researcher classifies internal and external factors that can influence student perceptions. The internal factors referred to here are factors that already exist in the students themselves, such as motivation, language skills, and previous student experiences. While external factors are factors outside the student's self, such as the environment, devices owned by students, and others. Based on the data collected and classified by researcher in the form of percentages, there are *(bikin persentase 6 dan 18 dari total jumlah 31)* (6) % internal factors that influence students in their learning, while there are (18)%

external factors that can influence students. External factors have a higher influence than internal factors because it takes a lot of people who are related to one another to be able to access it, such as the most important thing is the internet network, then computer or smartphone devices, content creators who make material, and so on.

Based on this study, the internal factors that influence student perceptions are students who use animated videos on YouTube feel motivated to improve their learning to understand narrative text. The higher the students' motivation to learn, the easier it will be for students to understand narrative text material. YouTube is a social media platform that can sometimes interfere with learning, but because of the students' motivation, they are not bothered by the presence of YouTube video animations as their medium for learning narrative text. In addition, there are students who still have difficulty understanding the material because of the language used in the video. this is related to the students' language skills, the more vocabulary they have, the easier it will be for students to understand narrative text material in animated videos.

External factors that influence students in this study are internet access to access YouTube so they can watch animated videos. Learning using YouTube is proof that technological progress is beneficial for education, but accessing it requires an internet network. Internet network is an important factor for students who learn narrative text through YouTube video animation. Based on this research, there are students who experience problems with their internet network, this makes other students also affected, because they have to ask for help from other students who are focused on learning to share their network

with students who have run out of quota data. It also proves that the environment is very influential on student learning.

The explanation above is also different from previous research, such as the results of research from Pratiwi (2022) entitled "Students' Perception of Using Animation Video in Teaching Writing Narrative Text", Pratiwi only discusses the advantages and disadvantages of learning narrative text using YouTube video animations, so the research results are also related to the advantages and disadvantages that students feel. Meanwhile, in this study, apart from knowing the positives and negatives of students' perceptions, it also discusses factors that can influence students' perceptions when learning narrative text using animated videos on YouTube. In addition, the researcher also compared previous research which has the same topic as this research to prove that this research is genuine. The research is in the form of a journal with the title "The Effectiveness of Using Youtube Video in Teaching and Learning Process: Writing Narrative for Seventh Grade Students (2019)" by Posma Imelda Putri Siahaan, English Applied Linguistics Study Postgraduate Program, Medan State University. These two studies have very different results, where the journal from Imelda produces a measure of the effectiveness of YouTube for learning narrative text, while this study purely knows students' positive and negative perceptions based on the factors that influence them.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter have two parts. The first part is conclusion, the researcher would like to conclude the research findings that are described in the previous chapter. The second part is suggestion, the researcher would like to the student, and then to the other researcher. The brief explanation about each part can be seen in this following section.

A. Conclusion

Based on the early written before, there are some conclusions that can be concluded as follow:

1. Students' Perception About the Using Videos Animation on YouTube in writing Narrative Text at Ninth Grade of MTsN 2 Surakarta

   a. Positive Perception

   Based on the findings of the data above, it can be concluded that students give positive perceptions because learning narrative text using YouTube video animation can increase students' motivation in learning. They feel that learning narrative text using animated videos is more fun and interesting than reading directly from a book. Apart from that, the video animation also provides clear visualization, so that it is easier for students to understand the narrative text material in the animated video. With the ease of accessing YouTube, it can help students to improve their skills in writing narrative text, because they can learn anytime and anywhere to explore narrative text material. Even though there is a lot of other content available on YouTube, students still concentrate and don't feel distracted

when learning narrative text using animated videos on YouTube. Based on the many advantages of learning using YouTube that students have experienced, they recommend other students to learn narrative text using YouTube.

b. Negative Perception

Based on the findings of the data above, it can be concluded that there are students who find it difficult to learn narrative text using YouTube animation videos. This students' negative perception is because they pay more attention to the beauty of video animation than the material about narrative text. The duration of the video also affects student learning, too short or long duration makes it difficult for students to understand the material. In addition, the information presented in the animated video is incomplete and inaccurate, so this causes negative perceptions from students.

2. Factors Influence Students' Perception in Using Videos Animation on YouTube in writing Narrative Text at Ninth Grade of MTsN 2 Surakarta

a. Internal factors

Internal factors relate to something that comes from within oneself. Individual cognitive abilities, such as intelligence, analytical skills, and understanding of language are examples of these factors. It can be concluded that the internal factors that influence student learning come from within the students themselves. Learning narrative text using YouTube animated videos can motivate students to learn narrative text. However, there are also students who still find it difficult to understand narrative text when learning to use YouTube

animation videos. This relates to the analytical abilities possessed by students from previous student experiences in learning. In addition, students also do not focus when studying narrative texts using YouTube, this is related to the level of concentration and interest in learning from the students themselves.

b. External Factors

From the researcher's explanation above, it can be concluded that there are many external factors or factors that are outside the students' self that can influence their learning about narrative texts using animated videos on YouTube. Such as accessibility on YouTube makes it easy for students to study narrative texts anytime and anywhere. In addition, there is a social environment such as family, friends, or teachers who are also very influential in student learning. The most important thing is the internet network and the device used to access YouTube, when these 2 things experience problems, the social environment is the main helper so that students can return to studying narrative texts comfortably.

B. Suggestions

Considering on the conclusion of the research, the researcher would like to give suggestions for the teacher, and the other researcher. Further, it is presented below.

1. For the teachers:

Teachers should play an active role in guiding students' engagement with YouTube animation videos. Engage students in critical thinking and reflection by asking questions related to the story elements and encouraging them to

express their interpretations and insights. Ensure that the YouTube animation videos used for learning narrative texts are of high quality and align with the educational objectives.

2. For the other researchers:

Future researchers who wish to conduct similar research can use this research to reference their studies Further researchers can develop students' perception of YouTube as learning English media to writing skills not specifically on the narrative text. And also the future researchers can prove through test scores whether it is true that learning English through YouTube can improve student learning achievement.

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APPENDICES

APPENDIX 1

QUESTIONNAIRE GUIDE

Nama   :

Kelas   :

Jawablah pertanyaan dibawah ini dengan sejujur-jujurnya sesuai dengan apa

yang kalian rasakan

SS = Sangat Setuju   TS = Tidak Setuju

S = Setuju   STS = Sangat Tidak Setuju

No.	Pertanyaan	SS	S	TS	STS
1.	Saya lebih suka belajar menulis narrative teks melalui YouTube daripada melalui buku teks				
2.	Belajar menggunakan video animasi di YouTube membuat pembelajaran lebih menarik				
3.	Saya merasa lebih termotivasi untuk menulis narrative teks setelah menonton video di YouTube				
4.	Menurut saya, video animasi di YouTube memberikan contoh yang lebih jelas dan visual dalam memahami konsep-konsep yang kompleks dalam menulis naratif teks				
5.	Saya merasa bahwa video animasi YouTube membantu meningkatkan kemampuan saya dalam menceritakan cerita secara efektif melalui tulisan.				
6.	Saya akan merekomendasikan penggunaan video animasi di YouTube sebagai media pembelajaran untuk menulis narrative teks				
7.	Saya senang jika belajar menggunakan YouTube, karena mudah diakses kapan saja				
8.	Saya lebih memperhatikan keindahan animasi daripada materi tentang narrative text				

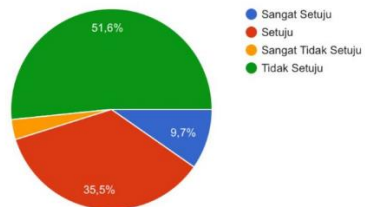|					
9.	Menurut saya, YouTube dapat mengganggu fokus dan konsentrasi saat belajar menulis teks naratif				
10.	Saya kesulitan/masih kesulitan memahami tentang teks naratif setelah belajar teks naratif dengan menggunakan video Youtube				
11.	Durasi video animasi YouTube yang terlalu pendek atau terlalu panjang membuat saya sulit untuk memahami materi pembelajaran.				
12.	Kualitas video animasi YouTube (grafik, animasi, suara) berdampak pada pemahaman saya terhadap materi pembelajaran				
13.	Saya merasa video animasi di YouTube kurang memberikan informasi yang lengkap dan akurat tentang materi pembelajaran dan menulis narrative teks				
14.	Konten yang disajikan membosankan				
15.	Saya kesulitan memahami materi ketika subtitle dalam video sulit dipahami				

THE QUESTIONNAIRE RESULT

1. Saya lebih suka belajar menulis narrative teks melalui YouTube daripada melalui buku teks

31 jawaban

- Sangat Setuju
- Setuju
- Sangat Tidak Setuju
- Tidak Setuju

71% 22,6%

2. Belajar menggunakan video animasi di YouTube membuat pembelajaran lebih menarik

31 jawaban

- Sangat Setuju
- Setuju
- Sangat Tidak Setuju
- Tidak Setuju

61,3% 6,5% 32,3%

3. Saya merasa lebih termotivasi untuk menulis narrative teks setelah menonton video di YouTube

31 jawaban

- Sangat Setuju
- Setuju
- Sangat Tidak Setuju
- Tidak Setuju

74,2% 12,9% 12,9%

4. Menurut saya, video animasi di YouTube memberikan contoh yang lebih jelas dan visual dalam memahami konsep-konsep yang kompleks dalam menulis naratif teks

31 jawaban

- Sangat Setuju
- Setuju
- Sangat Tidak Setuju
- Tidak Setuju

61,3% 35,5%

5. Saya merasa bahwa video animasi YouTube membantu meningkatkan kemampuan saya dalam menceritakan cerita secara efektif melalui tulisan.

31 jawaban

- Sangat Setuju
- Setuju
- Sangat Tidak Setuju
- Tidak Setuju

71% 12,9% 16,1%

6. Saya senang jika belajar dengan menggunakan YouTube, karena mudah diakses kapan saja

31 jawaban

- Sangat Setuju
- Setuju
- Sangat Tidak Setuju
- Tidak Setuju

54,8% 9,7% 32,3%

7. Saya akan merekomendasikan penggunaan video animasi di YouTube sebagai media pembelajaran untuk menulis narrative teks

31 jawaban

- Sangat Setuju
- Setuju
- Sangat Tidak Setuju
- Tidak Setuju

67,7% 12,9% 16,1%

8. Saya lebih memperhatikan keindahan animasi daripada materi tentang narrative text

31 jawaban

- Sangat Setuju
- Setuju
- Sangat Tidak Setuju
- Tidak Setuju

35,5% 12,9% 45,2%

9. Menurut saya, YouTube dapat mengganggu fokus dan konsentrasi saat belajar menulis teks naratif

31 jawaban

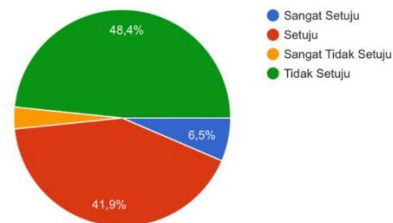- Sangat Setuju
- Setuju
- Sangat Tidak Setuju
- Tidak Setuju

51,6%
9,7%
35,5%

10. Saya kesulitan/masih kesulitan memahami tentang teks naratif setelah belajar teks naratif dengan menggunakan video Youtube

31 jawaban

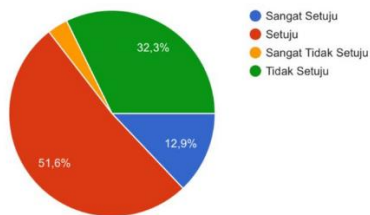- Sangat Setuju
- Setuju
- Sangat Tidak Setuju
- Tidak Setuju

48,4%
6,5%
41,9%

11. Durasi video animasi YouTube yang terlalu pendek atau terlalu panjang membuat saya sulit untuk memahami materi pembelajaran

31 jawaban

- Sangat Setuju
- Setuju
- Sangat Tidak Setuju
- Tidak Setuju

32,3%
12,9%
51,6%

12. Konten yang disajikan membosankan

31 jawaban

- Sangat Setuju
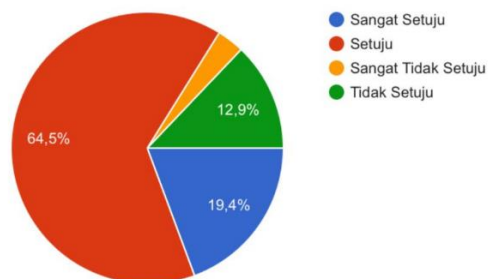- Setuju
- Sangat Tidak Setuju
- Tidak Setuju

51,6%
6,5%
9,7%
32,3%

13. Kualitas video animasi YouTube (grafik, animasi, suara) berdampak pada pemahaman saya terhadap materi pembelajaran.

31 jawaban

- Sangat Setuju
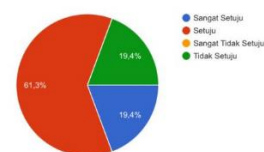- Setuju
- Sangat Tidak Setuju
- Tidak Setuju

64,5%
12,9%
19,4%

14. Saya kesulitan memahami materi ketika subtitle dalam video sulit dipahami

31 jawaban

- Sangat Setuju
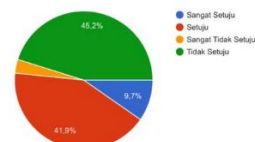- Setuju
- Sangat Tidak Setuju
- Tidak Setuju

19,4%
61,3%
19,4%

15. Saya merasa video animasi di YouTube kurang memberikan informasi yang lengkap dan akurat tentang materi pembelajaran dan menulis narrative teks

31 jawaban

- Sangat Setuju
- Setuju
- Sangat Tidak Setuju
- Tidak Setuju

45,2%
9,7%
41,9%

94

APPENDIX 3

INTERVIEW GUIDE

1. Bagaimana persepsi Anda terhadap penggunaan YouTube dalam pembelajaran menulis narrative teks?

2. Apa kelebihan dan kekurangan menggunakan YouTube sebagai sumber belajar untuk menulis narrative teks?

3. Apakah Anda pernah mengalami kendala atau kesulitan dalam menggunakan video animasi di YouTube untuk belajar dan menulis narrative teks? Jika ya, apa saja kendala tersebut dan bagaimana Anda mengatasinya?

4. Apakah ada saran atau kritik yang ingin Anda berikan terkait penggunaan video animasi di YouTube dalam belajar dan menulis narrative teks?

5. Bagaimana cara anda memahami pesan dari video animasi YouTube ketika digunakan sebagai media pembelajaran dalam menulis narrative teks?

APPENDIX 4

THE INTERVIEW RESULT

Nama : Azza Fauzi Hidayat
Kelas : IX E

Pertanyaan :
1. Bagaimana persepsi Anda terhadap penggunaan YouTube dalam pembelajaran menulis narrative teks?
2. Apa kelebihan dan kekurangan menggunakan YouTube sebagai sumber belajar untuk menulis narrative teks?
3. Apakah Anda pernah mengalami kendala atau kesulitan dalam menggunakan video animasi di YouTube untuk belajar dan menulis narrative teks? Jika ya, apa saja kendala tersebut dan bagaimana Anda mengatasinya?
4. Apakah ada saran atau kritik yang ingin Anda berikan terkait penggunaan video animasi di YouTube dalam belajar dan menulis narrative teks?
5. Bagaimana cara anda memahami pesan dari video animasi YouTube ketika digunakan sebagai media pembelajaran dalam menulis narrative teks?

Jawaban :
1. Penggunaan Youtube dlm pembelajaran menulis narrative teks sangatlah menarik
2. kelebihannya : menjadi mudah dlm memahami pembelajaran
   kekurangan : Siswa menjadi kbk fokus dlm belajar
3. ada kendala, hp atau internet siswa yg kadang tidak stabil, tapi itu bisa diatasi dgn cara memakai hotspot orang tua
4. mungkin di durasi, ada yg terlalu pendek dan ada yg telalu panjang
5. mengamati video yg diberikan dlm pembelajaran sehingga ketika guru memberi pertanyaan dlm video pembelajaran kita dpt menjawab

Nama : Hanifa R. A.
Kelas : IX E

Pertanyaan :
1. Bagaimana persepsi Anda terhadap penggunaan YouTube dalam pembelajaran menulis narrative teks?
2. Apa kelebihan dan kekurangan menggunakan YouTube sebagai sumber belajar untuk menulis narrative teks?
3. Apakah Anda pernah mengalami kendala atau kesulitan dalam menggunakan video animasi di YouTube untuk belajar dan menulis narrative teks? Jika ya, apa saja kendala tersebut dan bagaimana Anda mengatasinya?
4. Apakah ada saran atau kritik yang ingin Anda berikan terkait penggunaan video animasi di YouTube dalam belajar dan menulis narrative teks?
5. Bagaimana cara anda memahami pesan dari video animasi YouTube ketika digunakan sebagai media pembelajaran dalam menulis narrative teks?

Jawaban :
1. belajar menggunakan youtube membuat pelajaran menjadi menarik dan tidak membosankan seperti membaca atau berikan diceritakan.
2. kelebihan : memberikan contoh yg jelas & visual dlm memahami konsep yg kompleks dlm menulis teks narrative & mempermudah dlm memahami narrative cerita. kekurangan : video animasi di youtube kurang memberikan informasi yg lengkap dan akurat ttg materi pembelajaran & menulis teks narrative
3. kendala : sulit untuk fokus pada cerita karena harus membaca subtitle. mengatasi : memahami teks terlebih dahulu lalu melihat video/animasi agar lebih paham alurnya.
4. lebih baik video animasi teks narrative dibuat dan durasi yg cukup (tidak terlalu panjang) karna akan lebih mudah untuk memahami alur/amanat teks tersebut. durasi 15-20
5. dgn memahami amanat dan pesan tersirat maupun tersurat.

Nama : Ilham bintang A
Kelas : IX E

Pertanyaan :
1. Bagaimana persepsi Anda terhadap penggunaan YouTube dalam pembelajaran menulis narrative teks?
2. Apa kelebihan dan kekurangan menggunakan YouTube sebagai sumber belajar untuk menulis narrative teks?
3. Apakah Anda pernah mengalami kendala atau kesulitan dalam menggunakan video animasi di YouTube untuk belajar dan menulis narrative teks? Jika ya, apa saja kendala tersebut dan bagaimana Anda mengatasinya?
4. Apakah ada saran atau kritik yang ingin Anda berikan terkait penggunaan video animasi di YouTube dalam belajar dan menulis narrative teks?
5. Bagaimana cara anda memahami pesan dari video animasi YouTube ketika digunakan sebagai media pembelajaran dalam menulis narrative teks?

Jawaban :
1. Cukup menarik. terutama mempermudah pemahaman
2. kelebihan : mempermudah dalam kegiatan
   kekurangan : mengurangi tingkat kefokusan siswa
3. tidak, mungkin beberapa siswa ada kendala dengan hp/internet. untuk mengatasi, kita harus/memungkinkan adanya corona/media untuk pembelajaran dengan menggunakan lcd proyektor
4. dibuat lebih ringkas agar siswa tidak booring
5. bisa diamati tiap scene yg ditampilkan dengan animasi, teks kolom. serta amanat yg bisa diambil di akhir video

Nama : Shopia I P
Kelas :

Pertanyaan :
1. Bagaimana persepsi Anda terhadap penggunaan YouTube dalam pembelajaran menulis narrative teks?
2. Apa kelebihan dan kekurangan menggunakan YouTube sebagai sumber belajar untuk menulis narrative teks?
3. Apakah Anda pernah mengalami kendala atau kesulitan dalam menggunakan video animasi di YouTube untuk belajar dan menulis narrative teks? Jika ya, apa saja kendala tersebut dan bagaimana Anda mengatasinya?
4. Apakah ada saran atau kritik yang ingin Anda berikan terkait penggunaan video animasi di YouTube dalam belajar dan menulis narrative teks?
5. Bagaimana cara anda memahami pesan dari video animasi YouTube ketika digunakan sebagai media pembelajaran dalam menulis narrative teks?

Jawaban :
1. menurut saya, belajar menggunakan youtube lebih mudah di pahami dan lebih menarik
2. kelebihannya kita bisa lebih bersemangat dalam belajar karena ada animasi dan suaranya. kekurangannya, mata kita bisa saja rusak jika kebanyakan menonton dan jika tidak di kontrol
3. ya saya pernah, karena kualitas warp gambar kurang menarik saya menjadi malas menonton
4. gunakanlah bahasa yang mudah di pahami. buatlah animasi semenarik mungkin
5. saya memahaminya dengan cara mendengarkan dan melihat animasinya. saya juga mengidentifikasinya penyimpangan

96

Form 1

Nama : Qainn Khania Handoyo
Kelas : 9E

Pertanyaan :

1. Bagaimana persepsi Anda terhadap penggunaan YouTube dalam pembelajaran menulis narrative teks?
2. Apa kelebihan dan kekurangan menggunakan YouTube sebagai sumber belajar untuk menulis narrative teks?
3. Apakah Anda pernah mengalami kendala atau kesulitan dalam menggunakan video animasi di YouTube untuk belajar dan menulis narrative teks? Jika ya, apa saja kendala tersebut dan bagaimana Anda mengatasinya?
4. Apakah ada saran atau kritik yang ingin Anda berikan terkait penggunaan video animasi di YouTube dalam belajar dan menulis narrative teks?
5. Bagaimana cara anda memahami pesan dari video animasi YouTube ketika digunakan sebagai media pembelajaran dalam menulis narrative teks?

Jawaban :

Animasi

1. Menurut saya belajar menggunakan youtube menjadi lebih [menarik] dan mudah dipahami

2. kelebihan : diberikan contoh dan dijelaskan secara rinci dan berulang sehingga sangat mudah dipahami.
   kekurangan : animasi visual di youtube biasanya terlalu banyak dan ada juga yang menjelaskan secara cepat sehingga tidak paham. [lebih fokus animasi]

3. suka kurang melihat video dan subtitle secara bersamaan apalagi jika di video itu secara cepat-cepat penjelasannya.
   cara mengatasi : bagi saya adalah membaca subtitle atau teks-teks yang penting saja. jadi tidak terlalu sering membaca subtitle nya.

4. saran : lebih baik video dalam pembelajaran di youtube lebih di kembangkan dan diperbaiki kekurangannya seperti durasi video sedikit di perdekkan. (5 menit)

5. dengan memahami secara sedikit agar mudah dipahami amanat maupun pesan dalam video tersebut.

Form 2

Nama : Tiara Ardita Putri
Kelas : IX-E

Pertanyaan :

1. Bagaimana persepsi Anda terhadap penggunaan YouTube dalam pembelajaran menulis narrative teks?
2. Apa kelebihan dan kekurangan menggunakan YouTube sebagai sumber belajar untuk menulis narrative teks?
3. Apakah Anda pernah mengalami kendala atau kesulitan dalam menggunakan video animasi di YouTube untuk belajar dan menulis narrative teks? Jika ya, apa saja kendala tersebut dan bagaimana Anda mengatasinya?
4. Apakah ada saran atau kritik yang ingin Anda berikan terkait penggunaan video animasi di YouTube dalam belajar dan menulis narrative teks?
5. Bagaimana cara anda memahami pesan dari video animasi YouTube ketika digunakan sebagai media pembelajaran dalam menulis narrative teks?

Jawaban :

1. dalam pembelajaran menulis narrative teks penggunaan youtube sangat menarik dan efektif.

2. - kelebihannya kita bisa lebih mengerti apa yg sebelumnya belum kita tahu dan animasi yg ada di youtube sangat menarik
   - kekurangannya subtitel youtube yg kurang jelas membuat kesulitan dalam belajar Narative teks.

3. Tidak

4. ada, sebarusnya video animasi di YouTube harus lebih jelas gambar-gambarnya, bahasanya.

5. yaitu dengan memahami apa isi dari cerita.

Form 3

Nama : Rakka
Kelas : 1+ E

Pertanyaan :

1. Bagaimana persepsi Anda terhadap penggunaan YouTube dalam pembelajaran menulis narrative teks?
2. Apa kelebihan dan kekurangan menggunakan YouTube sebagai sumber belajar untuk menulis narrative teks?
3. Apakah Anda pernah mengalami kendala atau kesulitan dalam menggunakan video animasi di YouTube untuk belajar dan menulis narrative teks? Jika ya, apa saja kendala tersebut dan bagaimana Anda mengatasinya?
4. Apakah ada saran atau kritik yang ingin Anda berikan terkait penggunaan video animasi di YouTube dalam belajar dan menulis narrative teks?
5. Bagaimana cara anda memahami pesan dari video animasi YouTube ketika digunakan sebagai media pembelajaran dalam menulis narrative teks?

Jawaban :

1. Mudah diakses tetapi tidak mudah dipahami karena suara kurang jelas dan kadang bertabrakan.

2. Kelebihan : mudah diakses
   Kekurangan : Grafiknya kurang menarik, suara bertabrakan, subtitle suka gak jelas.

3. Ada, kuota habis (cari tethringan), video kurang menarik (cari yg menarik), suara bertabrakan (cari yg tdk bertabrakan)

4. Bikin video jgn terlalu panjang, dibuat menarik, dan suara jangan bertabrakan.

5. Mengulang bagian yang belum paham.

Form 4

Nama : Haidar Farras
Kelas : IXE

Pertanyaan :

1. Bagaimana persepsi Anda terhadap penggunaan YouTube dalam pembelajaran menulis narrative teks?
2. Apa kelebihan dan kekurangan menggunakan YouTube sebagai sumber belajar untuk menulis narrative teks?
3. Apakah Anda pernah mengalami kendala atau kesulitan dalam menggunakan video animasi di YouTube untuk belajar dan menulis narrative teks? Jika ya, apa saja kendala tersebut dan bagaimana Anda mengatasinya?
4. Apakah ada saran atau kritik yang ingin Anda berikan terkait penggunaan video animasi di YouTube dalam belajar dan menulis narrative teks?
5. Bagaimana cara anda memahami pesan dari video animasi YouTube ketika digunakan sebagai media pembelajaran dalam menulis narrative teks?

Jawaban :

1. Cukup memudahkan u pembelajaran, namun susah di pahami.

2. - Kelebihannya kita bisa mengakses ataupun belajar kapan saja tanpa terikat waktu dan tempat.
   - Kekurangannya kita susah dalam hal memahami apa yang dijelaskan

3. Ya, kendalanya berupa sinyal jelek, tidak ada kuota, dan kehabisan baterai. Cara mengatasinya adalah dengan kita melakukan persiapan sebelum pembelajaran

4. Video/animasi dibuat secara semaksimal mungkin agar membantu memudahkan pembelajaran siswa siswi.

5. Dengan cara mencatat sesuatu hal penting yang disampaikan oleh pembicara di YT setelah itu dibaca, diulang-ulang agar cepat paham.

Left form:

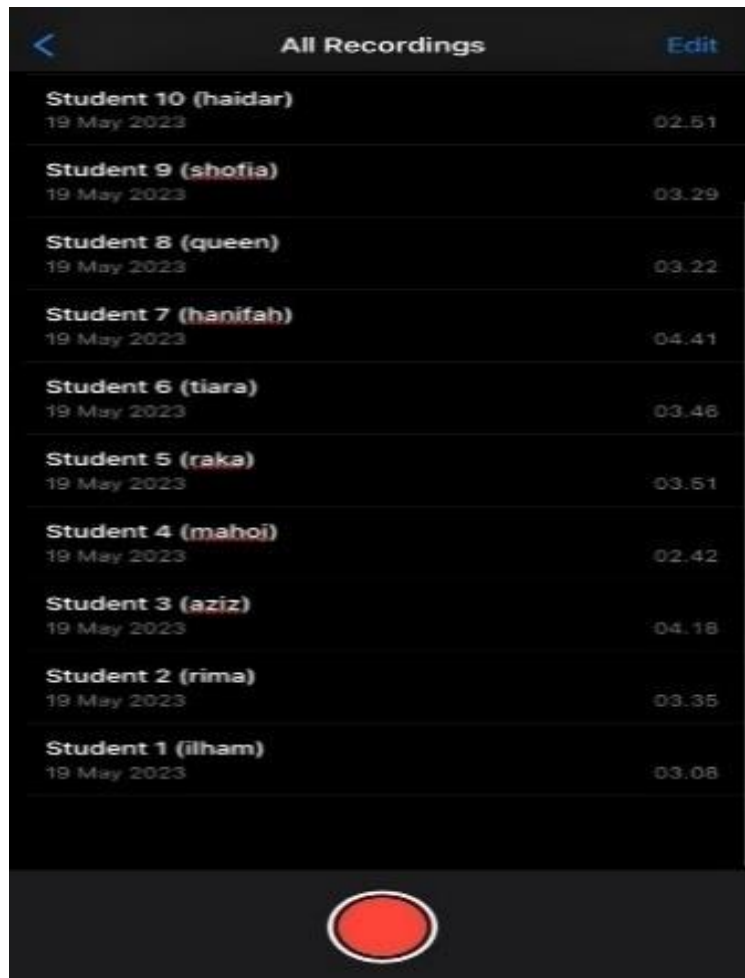Nama : Rama Ayu Kusuma W.

Kelas : IX E

Pertanyaan :

1. Bagaimana persepsi Anda terhadap penggunaan YouTube dalam pembelajaran menulis narrative teks?
2. Apa kelebihan dan kekurangan menggunakan YouTube sebagai sumber belajar untuk menulis narrative teks?
3. Apakah Anda pernah mengalami kendala atau kesulitan dalam menggunakan video animasi di YouTube untuk belajar dan menulis narrative teks? Jika ya, apa saja kendala tersebut dan bagaimana Anda mengatasinya?
4. Apakah ada saran atau kritik yang ingin Anda berikan terkait penggunaan video animasi di YouTube dalam belajar dan menulis narrative teks?
5. Bagaimana cara anda memahami pesan dari video animasi YouTube ketika digunakan sebagai media pembelajaran dalam menulis narrative teks?

Jawaban :

1. Menurut saya lebih menarik.

2. Kelebihan : Lebih paham materinya, krn menggunakan animasi. Kekurangan : Mata cpt rusak karena hp.

3. Ya, kendalanya animasi kurang menarik dan bahasanya kurang bisa dimengerti.

4. Jika menggunakan animasi Yt animasinya yg bagus, dan menggunakan bhs yg gampang dipahami.

5. Menonton ulang animasinya sampai paham.

Right form:

Nama : Mahoj Jawala Maha Budhi

Kelas : IX E

Pertanyaan :

1. Bagaimana persepsi Anda terhadap penggunaan YouTube dalam pembelajaran menulis narrative teks?
2. Apa kelebihan dan kekurangan menggunakan YouTube sebagai sumber belajar untuk menulis narrative teks?
3. Apakah Anda pernah mengalami kendala atau kesulitan dalam menggunakan video animasi di YouTube untuk belajar dan menulis narrative teks? Jika ya, apa saja kendala tersebut dan bagaimana Anda mengatasinya?
4. Apakah ada saran atau kritik yang ingin Anda berikan terkait penggunaan video animasi di YouTube dalam belajar dan menulis narrative teks?
5. Bagaimana cara anda memahami pesan dari video animasi YouTube ketika digunakan sebagai media pembelajaran dalam menulis narrative teks?

Jawaban :

1. Pembelajaran menulis narrative teks menggunakan YouTube sangat menarik

2. kelebihan : menarik, tidak membosankan
kekurangan : terkadang bahasam vidio jarang ada teks sehingga membuat kesulitan dalam belajar narrative teks (subtitle)

3. Tidak

4. ada, saran saya Animasi didalam vidio lebih jelas dan diberi teks dalam vidio

5. memahami isi cerita   cc

    translate ✓

APPENDIX 5

INTERVIEW RECORDING TRANCRIP

APPENDIX 6

INTERVIEW RESPONDENT

31 jawaban

Rachel

Nabila Husna Shafira

putri salsabila

Mahoj Juwala Maka Budhi

Andriana Rheva Eka Putri

Tiara Ardita Putri

Shafira Arum Imani

Ilham bintang adhyatma

31 jawaban

Haidar farras

Quinn Kirania Handoyo

Cahaya

Rima ayu Kusuma Wijaya

Ahmad zacky d

Rafida Khoirunnisa' Dhiaulhaq

Arif Taqiyuddin

Jessica Anastasya

31 jawaban

hanifa r a

Rakka satria handono

cicha putri donita

Aziz Fauzi Hidayat

Shofia Irdhina Fairuza

Asfar Saila 'Arim

Nazwa nauli assabita

Gladis

31 jawaban

Natharla Fadhila putri utama

Bayu arnanda yuliawan

Okky candra H

Nurma Aprilia

Afhatar Fahri Azhar Pratama

HASAN RIFAI

AWFA PERMATA ANGGEAR ACHMAD

APPENDIX 7

INTERVIEW DOCUMENTATION

APPENDIX 8

OBSERVATION

Observasi dilakukan pada tanggal 15 Februari 2023. Peneliti melakukan pengamatan pada saat pembelajaran naratif teks menggunakan media YouTube, kemudian peneliti juga menanyakan ke beberapa siswa terkait persepsi mereka terhadap penggunaan media tesebut.	
Observasi dilakukan dalam kelas pada tanggal 17 Februari 2023. Peneliti melakukan pengamatan yang lebih dalam untuk menemukan secara langsung apa saja kendala yang terjadi saat pembeljaran menggunakan media YouTube. Peneliti masuk ke dalam kelas saat pembelajaran dikhususkan untuk writing skill. Kemudian peneliti juga melakukan tanya jawab kepada guru pengampu terkait seluruh proses pembelajaran dan media apa saja yang digunakan untuk mendukung pembelajaran yang lebih efektif.	