AN ANALYSIS OF ACTIVE LEARNING CRITERIA IN THE LEARNING VIDEOS ON EASY TEACHING YOUTUBE CHANNEL & MADAM ENGLISH YOUTUBE CHANNEL

THESIS

Submitted as A Partial Requirements

For the degree of Sarjana

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RADEN MAS SAID
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ssalamu'alaikum Wr.Wb

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Thank you for the attention

Vassalamu'alaikum Wr.Wb.

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DEDICATION

This thesis is dedicated to:

1. My parents
2. My sister and brother
3. All of my beloved family
4. My squad, Trisnanda, Ahmad Tiar, Ilhammr, and Ridho
5. All of my classmates from English Language Education Class E of 2016
6. All of my dearest friends
7. My almamater, IAIN Surakarta

MOTTO

" Done is better than perfect "

Denny santoso

" the only man who never make a mistake is the man who never does anything "

Theodore rosevelt

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled

"An Analysis of Active Learning criteria in The Learning Video on Easy Teaching YouTube channel & Madam English YouTube channel " 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, Iam willing to take the academic sanctions in the form of repeating my thesis and academic degree.

Sukoharjo, 22 Juni 2023

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

Surakarta, 11th June 2023
The researcher

Catur Budi Santoso

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ABSTRACT

Catur, Budi Santoso. 2023. An Analysis of Active Learning Criteria in Learning Video on Youtube.

Advisor   : Nestiani Hutami, M.A.
Keywords : English Learning, Active Learning, Youtube

Active learning can ideally increase the students show their participation in the classroom. Active learning means making sense and meaning out of new information and connecting it to material which will be taught in the classroom. YouTube as a medium of learning in the classroom is very strategic and efficient for students is no exception for teachers. Students use YouTube as a teaching medium, they can practice and learn according to the material they learn. the researcher conducted an analysis of active learning criteria in youtube videos. The study was aimed to know the active learning criteria applied in Easy Teaching youtube channel & Madam English Youtube channel. Therefore, active learning criteria proposed by Brame (2016) were used in the study.

The current study implemented one type of qualitative research that is content analysis. The research data was the main contents of three videos Easy Teaching youtube channel & three videos Madam English youtube channel. The researcher collected the data using documentation technique. Furthermore, the data was analyzed using Miles and Huberman's data analysis procedures which consist of (1) data reduction, (2) data display, and (3) conclusion drawing and verification.

The findings reveal that The active learning criteria applied in learning video from Easy Teaching youtube channel are two active learning criteria applies out of the four criteria: namely use interactive features and homework assignment. and the active learning criteria applied in learning videos from Madam English youtube channel is one active learning criteria applies out of four criteria, namely: homework assignement.

CHAPTER I

INTRODUCTION

A. Background of the study

The process of teaching and learning takes place every school needs this a way to reach your learning goals. It is necessary to create an atmosphere that student like those who have followed the learning process can be active. Harman (2020) stated the reality in the learning process is that most students passive, less participate, less interact.

According to Tong (2001) There are several relationships between learning activities and active learning. Classrooms that assign different learning activities or different activities can create active learning. In other words, active learning should be facilitated through classroom-designed learning activities. Then output a classifier or model, depending on the task you're using to active her learner. For example, a student asks a teacher a question, listens to the answer, and then asks more questions based on the teacher's answer. From the notion above, the active learning can ideally increase the students" active. The students show their participation in the classroom.

As mention by Barkley (2001), active learning is a process that consists of making sense and meaning out of new information and connecting it to what is already known. Active learning means making sense and meaning out of new information as well as connecting it to the material which will be taught in the classroom. The learning process runs

more deeply, and students need to be active participants in the process classroom learning for some activities.

Active learning can be applied to most common course activities based on whether it engages students or places students as containers that passively receiving content. A learning process can be an active learning experience if the following are integrated: As part of the learning process, students are set questions and instructions to find answers. During study breaks, students are asked to write down questions. Classes can then start with questions such as "Which of the following can act as a connector from the previous class to the current class?" Students are asked periodically during their study to (quietly) make connections between current material and previously covered material.

According to Sitorus (2018) YouTube is one of the learning communication media that contains information conveyed through videos and images and then uploaded through YouTube which gives an excellent meaning that can be used by students. Videos on YouTube can be English learning videos, how to improve English Skill, how to increase learning motivation, and even other videos that can provide benefits to inspire students in terms of learning. As Mention by Hafner & Miller (2011), "studies have additionaly tested the effect of YouTube on autonomous learning. In addition, videos on YouTube are limited in length; this makes them suitable for the classroom's time".According to Callow & Zammit (2012), "the use of YouTube can enhance students' involvement and participation in the classroom and learning strategies". With the use of

YouTube as a medium of learning in the classroom is very strategic and efficient for students is no exception for teachers. Where by the way students use YouTube as a teaching medium, they can practice and learn according to the material they learn. YouTube is very helpful for students in terms of learning, such as listening to music to train their listening, watching podcasts with English, and also students can learn by increasing English mastery through YouTube videos.

In English language learning, the selection learning video on youtube is limited as extra famous video is uploaded. According to kretsai & wottipong (2014) the video should be selected primarily based on some criteria which include college students' mastering topics that discuss with syllabus of the faculty and also students' English level. English language teacher have as a way to pick out the appropriate video content material that relevant to the educational goal. According to Bell & Bull (2010) the teacher have to prepare and pick the video based on the students' needs to improve their English competencies such as reading, writing, speaking, and listening ability. It become teacher challenge in this era because there are many video kinds with some information that are easy to find in the internet.

In truth,as mention by Khoiriyah (2020) the teachers were trouble in filter suitable video content. a few English teachers still do not have criteria in deciding on motion pictures from YouTube for teaching capabilities. however, having and the use of criteria in selecting YouTube video is crucial to put together media in ELT, the video ought to suitable

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with the target language and student needs. furthermore, the criteria have roles as the standard or precept for choosing video from YouTube, and additionally as the premise in determining the extent and nice of YouTube video that are going to use for teaching English before coming to the class, so the teachers should have the criteria in selecting YouTube video to avoid perfunctorily in election video process which could affect the success of ELT.

To see the novelty of this research, the researcher presents two research journals. The first is Rusmadi, Ventje & Anjar (2021) entitled *The Instructional Media Criteria In English Learning Videos On The Ruang Guru YouTube Channel*. The similarity between the previous study and this research. the studies both analyze English learning video. The differences between the previous study and this research, the previous study analyze instructional media criteria in English learning video on youtube, while in this study, the researcher analyze active learning criteria of English learning video on YouTube.

The second previous study, Alfian, riza & sa'adah, lailatus (2022) entitled *Feasibility Analysis of Learning Videos for tenth grade Senior High School on self introduction materials on YouTube channel* written by Riza Alfian & Lailatus Sa'adah. The similarity between the previous study and this research. This study analyze English learning video. The differences between the previous study and this research, the previous study analyze feasibility of learning video for tenth grade on self

introduction material on YouTube, while in this study, the researcher analyze active learning criteria in learning video on YouTube .

Before took this research, researcher conduct pre-research in youtube video. The researcher did pre-research on the video from oreb santoso channel. The researcher found one active learning criteria for example :
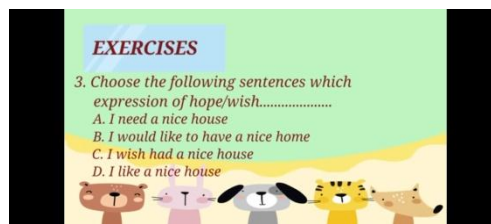
In the video there are active learning criteria, namely homework assignment. Therefore the researcher is interested in research the active learning criteria in YouTube video.

To analyze active learning in YouTube videos, the researcher choose six videos from two difference channel. The selection of the video is based on the transcript in the YouTube videos itself that represent active learning. The reason choose the channel because the channel contained English learning. Based on the explanation above, The Researcher conducted analysis active learning criteria in English learning video on youtube as media for teaching and learning English Student, with title "**AN ANALYSIS OF ACTIVE LEARNING IN LEARNING VIDEO ON YOUTUBE**"

B. Identification of the problems

From the background of study that has been written, researcher provide identification of problem that will be used as research material as follows :

1. Most Student passive, less participate, less interact in the learning process.
2. Some Teacher still confused for choosing a learning video on YouTube to be a good and effective learning media.
3. Some videos have only one active learning criteria.

C. Limitation of the problems

In this research, researcher focuses on analysis active learning criteria applied in Easy Teaching YouTube channel & Madam English YouTube channel. Because use YouTube video can enhance student involvement in the classroom. The researcher set limit by analyzing three videos from Easy Teaching YouTube channel & three videos Madam English YouTube channel.

D. Formulation of the problems

In relation to the background of the study previously outlined above, the problem of the study can be formulated as this following question:

What are the active learning criteria applied in learning video on Easy Teaching YouTube channel & Madam English YouTube channel ?

E. Objective of the study

Based on the formulation of the problem objective state follows :

To find active learning criteria applied in learning video on

Easy Teaching YouTube channel & Madam English YouTube

channel.

F.   Benefit of the study

There are two sorts of benefits, in particular theoretical and

practical. The benefits of this research are as follows:

1) Theoretical benefit

This research received new information and reference about

active learning in learning video to involve the learning

process.

2) practical benefit

a. To teacher apply the good video in teaching learning

process.

b. To student making them more interested in learning

English by using good YouTube video.

c. To readers. It gave the inspiration and motivation for

them to do the next deeper analysis.

F. Definition key terms

1. English Learning

According to Brown (2000) english learning is getting of

knowledge or skill of subject by study, experience, and instruction

English.

2. Active learning

According to Bell & Kahrhoff (2006) Active learning is a process wherein students are actively promoted in building understanding of facts, ideas, and skills through the completion of instructor directed tasks and activities. It is any type of activity that gets students involved in the learning process.

3. Youtube

Youtube is a popular video – sharing sevice website and allows user to load, watch, and share video clips for free (Harianjana, 2019)

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Concept of English learning process

English learning process is changes the behavior that result from experience because in mechanistically as changes in the organism that result from experience. As mention by Brown (2000), English learning process is getting of knowledge or skill of subject by study, experience, and instruction. Holmes and Moors (2013) stated that English learning process is relatively permanent change in behavioral tendency. Padwick (2010) claims that English learning process occurs when the learner acquires knowledge of a topic or subject matter through processing information by reading, listening, thinking, memorize facts, relating new facts to existing knowledge, analyzing problems, acquiring psychomotor skill.

Additionally, Padwick (2010) stated that learning English is a person process of gaining mastery of information absorption in the cognitive, affective, psychomotor, learning changes the physical structure of the brain, learning organizes and reorganizes the brain, and different parts of the brain may be ready to learn at different stages of development. Scrivener (2005) shows that five steps of the process of learning English are doing something, recalling what happened, reflecting of something done, conclude from the reflection, and using those conclusions to inform and prepare for future practical

experience. Shortly, English learning process is an activity done by someone to get knowledge and skill

2. Component of English learning process

According to Brown (2000), there are some components in English learning process in the classroom. They are as follows:

a. Attention is the first step in learning anything. it's easy for most of us Pay attention to what is interesting or exciting to us. teachers The task is to build lessons, relating what is to be taught to the students' lives can accomplish this.

b. Memory, Memory is a complex process that uses three systems to help people receive, use, store, and recall information. Students with memory impairments may need verbal and written instruction and we can help all students by providing examples of what to expect.

c. Language, is the primary means by which we give and receive information in school. Problems with language, on the other hand, can affect a student's ability to communicate effectively, understand and store verbal and written information, understand what other say, and maintain relationships with others.

d. Organization, in process and organize information in two main ways: simultaneous and successive. Simultaneous processing is the process we use to order or organize information in space.

While, successive processing is what we use to order or organize information in time and sequence.

From the above description, the components of English learning are important to create good conditions for teaching the learning process. Therefore, it facilitates the learning process for teachers and students, because any element that is not suitable can make the teaching and learning process go awry.

3. **Definition of active learning**

According to Bell & Kahrhoff (2006) active learning is a process where all students in a class session are actively enganged in building understanding facts, ideas, and skill through the completion of instructor directed tasks and activities which are related with course material. Actually active learning is a learning process which challenges the students to be active in using brain during instructional process. As mention by Ryan & Martens (1989) Active learning is more likely to occur when students are doing something other than listening. it mean that the students are given chance to express their feeling, ideas and thought.

From the explanation above, the authors conclude that active learning requires students to engage in meaningful learning activities and think about what they are doing. Active learning contrasts with traditional lectures, where students passively receive information from the teacher.

4. Characteristic of active learning

According Bonwell and Eison (1991), active learning has the following characteristics:

a. Thinking skill on topics or issues discussed.

b. Students do not passively listen to lectures, but do something that relates to the subject matter.

c. Emphasis on the exploration of values and attitudes with respect to the subject matter.

d. Students are required to think critically to analyze and evaluate.

e. Faster feedback will occur in the learning process.

f. Students are involved in more than listening.

g. Less emphasis is placed on transmitting information and more on extending students' skills and ideas.

h. Students are involved in higher-order thinking (analysis, synthesis, and evaluation).

i. Students are promoted in activities (e.g., reading, discussion, and writing)

j. Greater emphasis is placed on students' exploration of their own attitudes, values, and prior experiences.

k. All learners are actively involved in learning activities.

5. Active learning criteria of learning video on YouTube

To help your students get the most out of your learning videos, it's important to give them tools to help them process information and

monitor their own understanding. Brame (2016) There are three active learning criteria.

a. Use guiding questions.

Brame (2016) stated guiding question are question designed to encourage students to think more deeply about the topic they are studying. Use Guiding Questions to express your ideas a form written by asking a few questions about the topic to be covered Written by students to minimize student errors. According to Kreiner (1997) Some sections of the course will have students watch the video without specific instructions, while other sections of the course will ask eight guiding questions for students to consider as they watch. Students who were given guiding questions scored better than those who were not given guiding questions in subquent tests

b. Use interactive features that students can control.

According to Zhang (2006) compared the effects of interactive and non-interactive videos on student learning. Students who can control their movements Throughout the video, select important sections to review and move forward Evidence of better outcomes of learning outcomes, etc., if required satisfaction. A simple way to achieve this level of interactivity is to YouTube Annotate, HapYak or tagged "chapter" video.

c. Interactive questions in your video.

Tools like HapYak make it possible for instructors Embed questions directly into your videos and provide student-based feedback answer. As mention by Vural (2013) compared the impact of videos with embedded questions and videos with interactive questions Video without questions embedded in pre-service teacher with note embedded Questions improved student performance on subsequent quizzes.

d. Make the video part of a larger homework assignment.

As mention by cooper (1989) homework as work assigned by educators for students to carry out during non school ours. zubair & keithly (2015) stated videos on that were embedded in a larger homework assignment in Paul Laibinis's chemical engineering class and found that students appreciate the videos and that the videos improved students' understanding of difficult concepts when compared with a semester when the videos were not used the homework. It's important to note that watching videos can be passive Experience as much as reading can. To get the most out of our educational videos, Students should be assisted in the processing and self-assessment leading to Learning we want to see. How you do this should align with your goals Courses and norms of your discipline.

6. Definition of youtube

According to Khalid & Muhammad (2012) YouTube is a video sharing website that allows users to upload, share and watch videos. Youtube: is a very popular web video sharing site where anyone can save, upload and share videos. As mention by Raes (2020) YouTube is the largest video sharing site on the web. Anyone can upload videos to YouTube and watch them privately or publicly. Now YouTube is becoming popular all over the world. Many people upload their videos to YouTube. Both YouTube Channels Many people can share videos.

YouTube is one social media that offers many types of video. People get a lot out of using YouTube Share and upload different types of videos and create private videos channel. Various videos have been published on YouTube Gaming Videos, music videos , education videos, etc. Youtube can be defined as a video sharing site. User can view and upload and comment on the video.

7. Youtube Video in Education

YouTube is making a positive impact on the world of education, especially hands-on and easy learning. As Sianipar (2013) points out, YouTube as a learning medium has surveillance (information motivation). For example, I want to search for events (news) and situations in that region or overseas. YouTube has several elements that can be felt directly: images and sounds (videos).

According to Marchionini, (2003) the use of film and video supplementary education was widespread in the 1950s . The

availability of educational technology and his own YouTube videos also made the class more engaging. In addition, the videos were always accessible from any convenient location for the students. Agazio & Buckley (2009) stated YouTube is also used to illustrate theoretical content, engage students and inspire innovative teaching methods.

The appeal of video in the classroom lies in the combination of picture and sound. In this way, you can create impactful media that teachers can use to illustrate concepts while also educating students with content that appeals to multiple senses. These certainly help teachers to facilitate the explanation of abstract concepts and processes using the visualizations that videos can provide YouTube videos can be supported with interactive activities that stimulate English lessons.

8. **Advantages & disadvantages of YouTube videos**

YouTube is not only easy to use, Anyone can access it anytime. By using YouTube as a learning medium, Interesting, interesting and interactive learning conditions and atmosphere. video It will be displayed on YouTube to help students better understand what they are learning. Audiovisual media or educational videos are media that represent sounds and images Elements and videos that students can watch and listen to. Of Video media developed should take into account the age and spirit of the student development. Media can be in the form of images, animations, or audio and video Used by teachers as teaching materials. You can download great video media Featured

on YouTube and used to assist teachers in the learning process. Rear According to Jalaluddin (2016), the educational and educational benefits of YouTube videos are learning purpose, there are as follow :

a. YouTube videos are a very useful medium that can be accessed both inside and outside the classroom. This is because YouTube videos are online-based videos that can be accessed from anywhere within an internet connection. This makes learning flexible and allows teachers to direct students to explore more relevant videos outside the classroom.

b. YouTube videos provide examples of real English and real English spoken by people on a daily basis. This gives students access to English spoken by native speakers. Additionally, using real-life materials helps students gain confidence in real-life situations.

c. YouTube videos are more autonomous and encourage student learning styles. Students actively participate in learning and act as facilitators rather than teachers. Plus, with easy access to various YouTube videos, students can discover their knowledge without getting bored with their teachers. Videos, which combine visuals and audio, also help students understand abstract concepts.

d. Using YouTube videos in the classroom can capture the attention of your students and make your language learning classroom highly interactive. That's because I find the videos

interesting and challenging because they show how people behave when using the target language they are learning.

e. YouTube videos allow students to comment on any video, especially when playing online. It even helps students develop other language skills.

YouTube as a learning medium has advantages, but also disadvantages that challenge teachers. The Disadvantages of YouTube as a learning medium reported by Jallaludin (2016).

a. Not all videos on YouTube are trustworthy. YouTube is a free site often used by young people A terrible example from their video.

b. Can build individualism. YouTube has addicted to its users. It makes people who access YouTube become addicted and enjoy their world. So, the users or students who access this site become less interactive.

c. Need internet connection to access YouTube. To access this site, users need to connect with the internet because this site can only be accessed if there is an internet connection.

B. Previous studies

There are several studies tha relate to this research. Firstly, the study by Sonnya Kartika Sayidin, Ima Isnaini Taufiqur Rohmah, Ayu Fitria. (2021) An analysis the use of english singsing channel in youtube to learning english vocabulary to young learners at tk kartika iv. This research uses a qualitative method. The purpose of this study

is to determine the development of TK Kartika students in learning English vocabulary through the English Singsing video channel on YouTube. This research provides an evaluation related to the analysis of students who learn vocabulary using YouTube media. the research results, teaching using YouTube media using English singsing Channel material is able to make students more creative and innovative and interesting. And students who are taught using this method are able to master vocabulary in English.

The second conducted by khairizka angelia (2021) the research entitled An Analysis of English Learning Video on YouTube. The research examine the good criteria learning video for teaching andlearning English and how learning video on YouTube be a good media for teaching and learning English. The data was analyzed using a descriptive qualitative method and used observation and note taking technique as the data collecting furthermore used different eight videos on YouTube which have more viewers than other videos from other channels. The result study it has been found that only one video has fulfilled the basic aspect of learning video, it was Arsan San Channel and there were seven videos which did not fulfill the good criteria of good learning video on YouTube.

The third relate study was done Dwi Lumayanto (2019). The research entitled "teachers' strategies to promote active learning in teaching english at sman 1 rejang lebong". This research was descriptive qualitative method and the observation & checklist are the

instrument of this research. This research aimed to investigate: 1) Teachers" Strategies to promote active learning at SMAN 1 Rejang Lebong, and 2) the implementation of the strategies in order to promote the active learning in teaching English at SMAN 1 Rejang Lebong. the strategies to promote active learning at SMAN 1 Rejang Lebong extended to be clear on the learning goal, clarify the role, activate prior learning, teach for retention, provide opportunities for guided practice and rehearsal, organize learning in ways that promote active learning, use reverse or inverted classroom organization.

The last related study was conducted by Muslifathur rahman (2022). The study is titled An analysis of learning speaking methods of YouTube channel guruku mr. D. In this study, the researcher use qualitative research methods. This research material is focused on learning videos made by Guruku Mr.D youtube channel Researchers took 30 videos consisting of 4 parts, namely advice videos, vocabulary/conversation, pronunciation tutorials, and grammar tutorials. While in the comment session, the researcher took 2 comments on 30 selected videos. the result of this research, All videos use audio lingual method. In videos number 10,11,12, 15,16,18, and 19 Mr. Dennis uses productive method and in video number 13, he uses praticipatory method. in the comments it can be seen that viewers from Indonesia who watch the Guruku Mr.d YouTube channel are interested in 6 things.

Table 2.1 the differences and similarities of the previous studies

No	Writer, title, year	Similarities	Differences
1	Sonnya Kartika Sayidin, Ima Isnaini Taufiqur Rohmah, Ayu Fitria. An analysis the use of english singsing channel in YouTube to learning english vocabulary to young learners at tk kartika iv, 2021	The similarity between the previous study and this research is the research design	The difference between this research and previous study is the object study
2	Khairizka angelia, an analysis of english learning video on YouTube, 2021	The similarity between the previous study and this research is the theory used to analyze	The difference between this research and previous study is the data
3	Dwi lumayanto. Teachers' Strategies to Promote Active Learning in Teaching English at SMAN 1 Rejang Lebong. 2019	The similarity between the previous study and this research is the research design & object study	The difference between this research and previous study is the subject study
4	Muslifatur rahman. An analysis of learning speaking methods of	The similarity between the previous study	The difference between this research and

	YouTube channel guruku mr. D. 2022	and this research is the research design	previous study is the object study

CHAPTER III

RESEARCH METHODOLOGY

A. Research design

This research was conducted by descriptive qualitative method because the data source is scripted from video. According molejong, L. j (2012) qualitative research was a research that the consequence result of analysis procedure was not being statistic. It was based on how to build their clearly opinion, using words, holistic picture, and elaborate. Qualitative research was a research built based on phenomena naturally. It analyzed the data by using words rather than statistic or numeric. In this research, the researcher analyzed the data in the form of description or analysis. While, the research collected the data and analyzed it based on the data source.

Creswell (2014) Explained that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human issues. In addition, the key idea of qualitative research is to learn from participants about their problem or issues and then conduct the research to obtain that information. Based on experts' statements, through a qualitative method, through a qualitative method, the researcher will analyze active learning criteria in learning video on YouTube as a learning media for teaching and learning English.

B. Research subject

Research subject is a person who take part in the research. Spaulding & Lodico (2006) states: Researchers will select topics that way

when asked a question. They can provide important information essential for research. In this research, the subject of the research is six learning videos on Easy Teaching and YouTube channel Madam English YouTube channel. The researcher will use that video to analyze active learning criteria by Brame.

C. Data and source of the data

According to Moleong (2010), words and actions are the primary data sources in qualitative research. Words and actions are derived from observations and written down in notes, recorded on audio/video tapes, photographs, or film. Researchers analyzed videos that could be recognized as learning videos according to the active learning and effective learning english. In this study, researcher select three videos Easy Teaching YouTube and three videos Madam English on YouTube.

D. Research instrument

A research instrument is a tool for collecting data. The main instrument for this research is the researcher. Parahoo (2006) states that researchers are the primary instrument for data collection and that data are collected from as many sources as possible while respecting ethical and legal guidelines. Bogdan and Bicklen (1982) state: In qualitative research, the natural setting is the direct source of data, and the researcher is an important instrument.

According to Creswell (2014), qualitative researchers collect data by examining documents, observing behavior, and interviewing participants. they may use logs (data collection tools), but the researchers are the ones

who collect the information. Therefore, in this study, researchers are the primary instrument as data planners, collectors, and analysts. Additionally, support tools: Films, transcripts, books, pens, notebooks, laptops, etc. These are intended to be used as supporting instrument for this research.

Table 3.1

Name youtube channel				
Title video	GQ	IF	IQ	HA

Note :

GQ : guiding question

IF : interactive features

IQ : interactive question

HA : homework assignment

E. Technique of collecting data

The researcher collected the data using documentation technique. Ary et al. (2010) stated that the researcher of a qualitative research can use written documents or other artifacts to understand the phenomenon within the study. In this study, the kind of document that was used by the researcher is an English textbook. Moreover, Creswell (2011) explains

that documents "are also ready for analysis without the necessary transcription that is required with observational or interview data". Thus, the data was obtained directly from the chosen videos. The stages of data collection include :

a. Researcher choose three videos from each Easy Teaching YouTube channel & Madam English YouTube channel to analyze the active learning

b. The researcher watches the videos a couple of times to have a deep

c. The researcher marks the essential lines to identify the active learning criteria in the videos.

F. Trustworthiness of data

Data collected by researchers must be checked for truth and accuracy. Data reported by researchers must not deviate from the Object of the study and the theory used. According to Lincoln & Guba (1985), four criteria should be checked.They are Credibility, Transferability, dependability and Confirmability.

Credibility means that researchers acknowledge the "truth" of the results in their context. At this stage, the researchers will watch the movie and get the correct data, which will ensure their credibility.

Transferability means that the knowledge gained in one context can be transferred to other participants. Therefore, at this stage, the researcher categorizes the data and interprets it in a way that the reader can understand the research findings.

Dependability, research results must be dependable, consistent and accurate. You also need credibility so that your research results are truly consistent and answer the question. Therefore, researchers have to watch the film repeatedly to make the correct interpretation.

Confirmability is conducted to check that the research is not the result of previous assumptions or prejudices of the researcher. confirmability is achieved by confirming the validity of data through discussions with consultants and validators.

In the following, the data of active learning criteria in learning video on youtube channel have been analyzed and validated in terms of active learning criteria by Brame (2016) and validated active learning criteria by Kurniawan Ridho Saputro S.Pd on June 9 2023.

G. Technique of analyzing data

According to Miles & Huberman (1994), the analysis consists of three occurring activities. at the same time: data reduction, data display, conclusions drawing / verification. These steps are as follows:

1) Data reduction

   In this step, the data was summarized, sorted, and focused the main problem of the research. After the data is gathered, the researcher analyzed three videos each in Easy Teaching and Madam English video on YouTube channel to make sure that the videos is accordance the criteria of active learning for learning English.

2) Data displays

Data display is a well-organized, compressed collection of information that allows for conclusion drawing and action. Looking at the display allows us to understand what is going on and further analyze or act based on that understanding. In this study, after selecting the relevant data, the researcher will display the active learning methods in video in a table.

3) Drawing conclusion and verification

The last stage in analyzing the data is concluding. Conclusions are also verified as the analyst proceeds. Hence, after rereading, identifying, describing or explaining the existing data. Finally, the researcher will know, the YouTube channel is accordance the active learning for learning english after selecting of them.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

In this chapter, the research describes the findings and discussion of the researcher. The first part is the result of research from the result of data analysis to answer the formulation of the problem mentioned in chapter I namely: what are the active learning criteria applied in learning video on Easy Teaching YouTube channel & Madam English youtube channel ?. The active learning criteria proposed by Brame (2016) consists of four criteria: guiding question (GQ), interactive feature (IF), interactive question (IQ), homework assignment (HA) .

1. The active learning criteria applied in learning video on Easy Teaching YouTube channel

To answer the research formulation, the researcher analysis contents of learning video from two different youtube channel. The first learning video from Easy Teaching YouTube channel. The contents that was analyzed is the videos main contents either in the form of transcript or visual. The analysis of the videos contents was using active learning criteria proposed by Brame (2016).

Based on the results of the analysis, it is known that the active learning criteria applied in learning video on Easy Teaching youtube channel, is as follows:

Easy Teaching youtube channel

Title video	GQ	IF	IQ	HA
Nouns Verbs & Adjectives	-	✓	-	✓
Present simple	-	✓	-	✓
Comparative & superlatives	-	✓	-	✓

From the table above, it is known that the active learning criteria in the easy teaching learning video from the three videos that have been researched in all the videos only found two of the 4 criteria namely interactive feature & homework.

According to Brame (2016) there are four active learning criteria: guiding question, interactive feature, interactive question, homework assignment. The first data was collected by researcher was taken from the three video Easy Teaching. The videos was taken from Easy Teaching youtube channel.

a. Interactive features

Interactive features divides the video into sections or parts, each containing a separate preview. Interactive features add information and context to each part of the video. Interactive features can be seen in the following data:

1) Comparative and Superlatives | Easy Teaching

The first video from Easy Teaching with title Comparative & Superlatives. This video contain an explanation of comparative & superlative. This video is divided into several part/section. First part contains a

comparative adjective explanation. Second part contains a superlative adjectives explanation. Third part contains a superlative adjective explanation. And the last contain a outro. In the video Found active learning criteria namely: interactive features
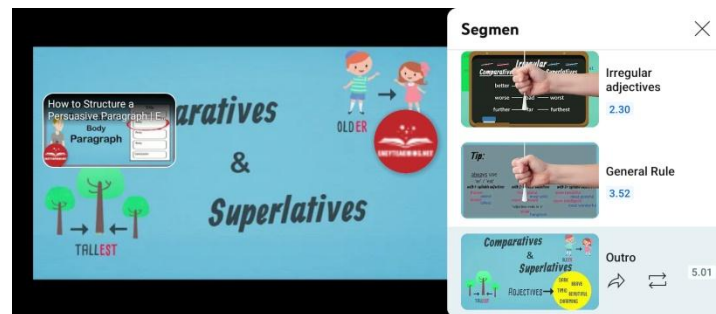
Based on the picture above, in the comparative & superlative videos from the Easy Teaching YouTube channel additional features that function to change parts of the video freely, these feature include the active learning criteria, namely interactive feature. The interactive feature in the video allows viewers to move between parts, for example from an irregular adjective (2.30 minute) to the outro (5.01 minute) or from outro (5.01 minute) to the general rule part (3.52 minute).

2) Present Simple Tense | Easy Teaching

The second video from Easy Teaching with title Present Simple Tense that Found active learning criteria: interactive features. This video contain an explanation of present simple tense . This video is divided into several part/section. First part contains a introduction.

Second part contains a present simple structure explanation. Third parts contains a verb to be explanation. Fourth parts contain when to use explanation. And the last parts, contains a activities explanation. In the video Found active learning criteria namely: interactive features
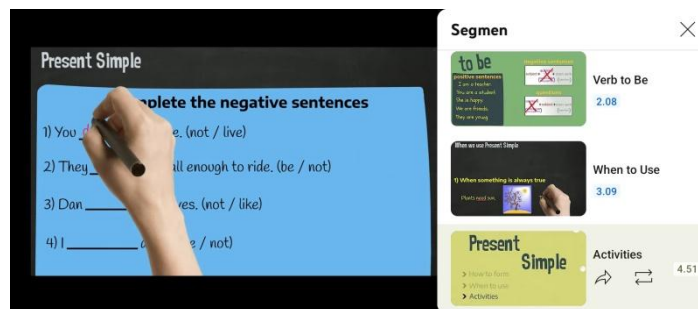

Based on the picture above, in the present simple tense videos from Easy Teaching YouTube channel additional features that function to change parts of the video freely, these feature include the active learning criteria, namely interactive feature. The interactive feature in the video allows viewers to move between parts, for example from an verb to be part (2.04 minute) to the activities part (4.51 minute) or from activities part (5.01 minute) to the when to use part (3.52 minute).

3) Noun Verbs & Adjectives | Easy Teaching

The third video from Easy Teaching with title noun verbs & adjectives that Found active learning criteria: interactive features. This video contain an explanation Noun Verbs & adjectives. This video is divided into

several part/section. First part contains a introduction. Second part contains a activity 1 rule your page part. Third parts contains a activity 2 brainstorm part. Fourth parts contains activity 3 review part. And the last parts, contains a activity 4 review part. In the video Found active learning criteria namely: interactive features.

Based on the picture above, in Noun, Verbs and Adjectives videos from Easy Teaching YouTube channel additional features that function to change parts of the video freely, these feature include the active learning criteria, namely interactive feature. The interactive feature in the video allows viewers to move between parts, for example from an activity 1 rule your page part (1.16 minute) to the activities 3 review part (3.41 minute) or from activities 3 review part (3.41 minute) to activity 2 brainstorm part (2.00 minute).

b. Homework assignment

According to Cooper (1989), Homework is any task that teachers give their students to complete outside of learning class. Homework is clearly defined task that must be completed

outside learning process. Homework assignment can be seen in the following data:

1) Comparative and Superlatives | Easy Teaching

   The first video from Easy Teaching with title Comparative & Superlatives that Found active learning criteria: homework assignment. This video contain an explanation of comparative & superlative. This video is divided into several part/section. First part contains a comparative adjective explanation. Second part contains a superlative adjectives explanation. Third part contains a superlative adjective explanation. And the last contain a outro.

   ' **choose two of the following adjectives and writestwo sentences one with a comparative adjective and one with a superlative adjective leave your sentences in the comment below'** Based on the picture & transcript above, it is known in the first video there is homework assignment. The viewers were asked to make one comparative adjective and one superlative adjective from the words in the last video. That is an

indication the video applies active learning criteria namely: homework assignment.

2) Present simple tense | Easy Teaching

The second video from Easy Teaching with title present simple tense. This video contain an explanation of present simple tense . This video is divided into several part/section. First part contains a introduction. Second part contains a present simple structure explanation. Third parts contains a verb to be explanation. Fourth parts contain when to use explanation. And the last parts, contains a activities explanation. In the video Found active learning criteria namely: interactive features.


" **our final activity in the comments below use present simple to write positive statement and a negative statement about yourself also write ask question for other to answer** " Based on the picture & transcript above, it is known in the second video there is homework assignment. The viewers were asked in the final activity to make positive statement, negative

statement and ask question and answer the question in the comment below. That is an indication the video applies active learning criteria namely: homework assignment.

3) Noun Verbs & Adjectives | Easy Teaching

The third video from Easy Teaching with title noun verbs & adjectives that Found active learning criteria: homework assignment. This video contain an explanation Noun Verbs & adjectives. This video is divided into several part/section. First part contains a introduction. Second part contains a activity 1 rule your page part. Third parts contains a activity 2 brainstorm part. Fourth parts contains activity 3 review part. And the last parts, contains a activity 4 review part. In the video Found active learning criteria namely: interactive features.
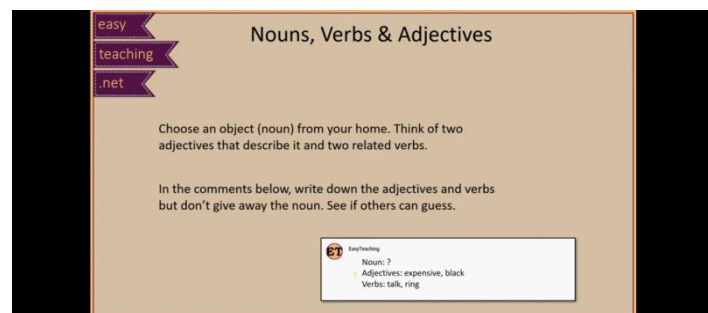
' choose an object (noun) from your home. Think of two adjectives that describe it and two related verbs. In the comment below, write down the adectives and verbs' Based on the picture & transcript above, it is

known in the second video there is homework assignment. The viewers were asked to choose object from your home think of related adjectives and verbs and write down in the comment. That is an indication the video applies active learning criteria namely: homework assignment.

2. **The active learning criteria applied in learning video on Madam English YouTube channel**

To answer the research formulation, the researcher analysis contents of learning video from two different YouTube channel. The second learning video from Madam English YouTube channel. The contents that was analyzed is the videos main contents either in the form of transcript or visual. The analysis of the videos contents was using active learning criteria proposed by Brame (2016).

Based on the results of the analysis, it is known that the active learning criteria applied in learning video on Easy Teaching YouTube channel, is as follows:

Madam English youtube channel				
Title video	GQ	IF	IQ	HA
Procedure text	-	-	-	✓
Passive voice	-	-	-	✓
News item text	-	-	-	✓

From the table above, it is known that the active learning criteria in the easy teaching learning video from the three videos that have been researched in all the videos only found one of the four criteria namely homework.

the active learning criteria applied in learning video on Madam English youtube channel, is as follows:

a. Homework assignment

According to Cooper (1989), Homework is any task that teachers give their students to complete outside of learning class. Homework is clearly defined task that must be completed outside learning process. Homework assignment can be seen in the following data:

1) Procedure text | Madam English YouTube channel

The first video from Madam English YouTube channel with title procedure text that Found active learning criteria: homework assignment. This video contain an explanation of the procedure text. The discussion include social function in procedure text, linguistic element in procedure text, example of procedure text and exercise. In the video Found active learning criteria namely: homework assignment.

" now it's your turn you need to do the activities her yang bisa akan memberikan satu teks prosedur teks silakan kalian catat dulu teksnya di dalam buku kalian setelah itu you identify what is the social function of the text and than what are the structure of the text next you identify the linguistic features of the text can please drop the question in the comment well that's all for today" Based on the picture & transcript above, it is known in the first video there is homework assignment. The viewers were asked to identify what is social function in procedure text, what are the structure of the text and identify linguistic feature of the procedure text. after the educator gave an explanation. task that must be completed outside learning process is homework assignment

2) Passive voice | Madam English youtube channel

The second video from Madam English youtube channel with title passive voice. This video contain an explanation of the passive voice. The discussion include definition passive voice, passive voice in present tense,

passive voice in past tense, example passive voice and exercise. In the video Found active learning criteria namely: homework assignment.
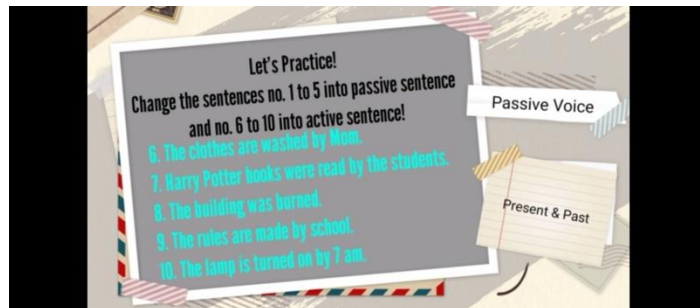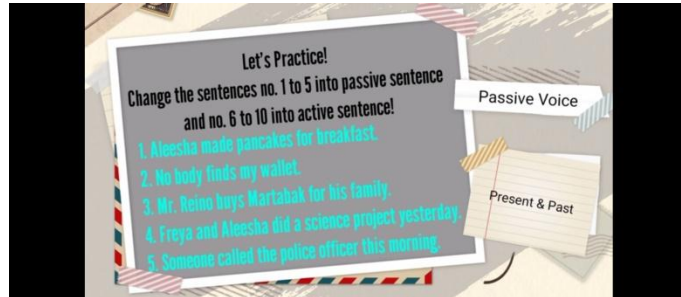
'**sekarang kita latihan yuk, now i will give you ten exercise and lima sentences silahkan kalian rubah dari kalimat aktif menjadi kalimat pasif dan lima soal kalimat passive dirubah menjadi kalimat aktif oke sudah paham silahkan kalian kerjakan latihan berikut ini ya**' Based on the picture above, it is known in the second video there is homework assignment. The viewers were asked to change the sentences no 1 to 5 in passive sentences and no 6 to 10 in active sentences. task that must be completed outside learning process is homework assignment.

3) News Item Text | Madam English Youtube Channel

The third video from Madam English youtube channel with title News Item Text. This video contain an explanation about the news item text. The discussion include social function in news item text, linguistic element in news item text, example of news item text and exercise. In the video Found active learning criteria namely: homework assignment.

"sekarang kalian coba deh cari satu berita from any online source yang kamu bisa cari online kalau miss sarankan Jakarta post karena itu selalu update setiap harinya ya bukan miss promosi tapi memang miss sering baca itu ya Jakarta post itu isinya adalah English news gitu kalian bisa take one example from the Jakarta post and after you identify the structure nya itu apa aja apakah ada headline nya apakah dalam hal background of the event yaitu ada 5W 1 H nah begitu ya jadi kamu identify the structure of the text nah selanjutnya kamu juga perlu menjawab 5 pertanyannya adalah berikut ini silakan dibaca'

Based on the picture above, it is known in the second video there is homework assignment. The viewers were asked to identify the structure of news item and answer the question into a to e. task that must be completed outside learning process is homework assignment

B. Discussion

This section present a discussion of the research finding. There are two research question in this study and the discussion focused only on that. Like the findings above, this section is also divided into two parts based on the research formulation as follows:

The active learning criteria applied in learning video on Easy Teaching YouTube channel & Madam English YouTube channel.

Based on the findings, the three learning videos analyzed from Easy Teaching youtube channel applies two active learning criteria out of the four criteria should exist. Brame (2016) mention that there are four active learning criteria in learning videos such as use guiding question, use interactive features, package video with interactive question, package video with homework assignment. This research analyzed three videos from Easy Teaching youtube channel, first videos entitled " noun, verbs & adjective ". the second videos entitled " comparative & superlatives ". the third videos entitled " present simple tense ". All videos applied two active learning criteria namely: interactive features & homework assignment.

The three learning videos from Madam English youtube channel applies only one active learning criteria out of the four criteria should

exist. The first learning video entitled " procedure text ". the second video " entitled passive voice " . the last video entitled " news item text ". The one active learning criteria in the Madam English youtube

based on the research findings, three learning videos from the Easy Teaching YouTube channel did not meet the four active learning criteria because only two active learning criteria were found, namely interactive features and homework assignment. while three learning videos from Madam English YouTube channel only one active learning criteria out of the four criteria should exist. criteria. Research findings is comparable with the research conducted by Angelia (2021) who found only two active learning criteria in six difference learning video, faculty of teacher training and education in university of sumatera utara. Brame (2016), stated that learning videos can be good additional learning media if there are at least three active learning criteria.

The important thing to keep in mind is that watching a video can be a passive experience, much as reading can be. According to Zubair & laibinis (2015), To make the most of our learning videos, we need to help students do the processing and self evaluation that will lead to the learning we want to see. So learning videos that promote active learning criteria by brame (2016) are urgently needed to maximize the use of learning videos for students. Because in each criteria it has a function to help students to be interested in watching learning video which will help regarding understanding of a material. Kreiner (1997) stated the student who answered the guiding question while watching the video score

significantly higher on a later test. As mention by Szpunar (2014), interactive question may produce some of their benefit by tapping into the testing effect in which recall of important information strengthens student memory.

The researcher concludes that the active learning criteria in learning video on Easy Teaching Youtube channel & Madam English does not meet the active learning criteria in learning video by Brame (2016). So, the videos are not good learning videos.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion, it can be concluded that:

1. The active learning criteria applied in learning video from Easy Teaching YouTube channel are two active learning criteria applies out of the four criteria: namely use interactive features and homework assignment.

2. The active learning criteria applied in learning videos from Madam English YouTube channel is one active learning criteria applies out of four criteria, namely: homework assignement.

B. Suggestion

Based on the result of the research and conclusion, the author tries to give some suggestion to several parties, including:

1. To Teachers

   There are so many advantages of this study that can be useful for teacher. The teacher can use those criteria as standars to find good learning video on YouTube

2. To other researchers

   the goal of this study is to identify and describe active learning criteria in learning videos on YouTube. Other issues, such as gender and social status are not examined in the study. So, the next researcher may investigate other issues or same issues but diffences subject.

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APPENDIXES

Transcript

Comparative & superlative

By Easy Teaching

comparatives and superlatives we'll start with comparative adjectives to form regular comparatives we add er to adjectives or the words more or less big bigger interesting more interesting fast faster hot hotter comparatives are used to show change for example joan was beginning to feel better the tree was growing bigger every day comparatives are also used to compare one person or thingwith another personal thing for example the original was more interesting than the sequel jasmine is faster than kate this month is hotter than last month when we compare one noun with another noun we use the word than more interesting than faster than hotter than now let's move on to superlative adjectives to form superlatives we add est to adjectives or the words most or least big biggest interesting most interesting fast fastest hot hottest [Music] whereas comparatives are used to compare two nouns superlatives are used to compare more than two people or thing in this sentence there were only two movies being compared and so the comparative more interesting was used if we wanted to compare more than two movies we would use most interesting for example the original was the most interesting of the trilogy in this sentence

there were only two people being compared and so the comparative faster was used if we wanted to compare more than two people we would use a superlative for example jasmine is the fastest in her class another example this has been the hottest month of the year notice that we use the word the before a superlative adjective the most interesting the fastest the hottest there are some irregular comparatives and superlatives these aren't formed by adding er est more or most for example good better best bad worse worst far further furthest now let's have a go at forming and using comparatives and superlatives we'll use the adjective happy to start [Music] the comparative is happier and the superlative is happiest notice we change they to before adding er and est for more information on spelling rules click the video link in the description peter looks happier than susie the comparative is used because we are comparing two people wendy felt like the happiest person in the world the superlative is used because the comparison is between more than two people now let's do the same thing using the adjective playful the comparative is more playful and the superlative is most playful lola is more playful than bingo she is the most playful kitten of the litter as a general rule we always use er and est with one syllable adjectives we usually use more and most with two syllable adjectives unless the adjective ends in y and we always use more and most with adjectives with three or more syllables is a comparative or a superlative needed complete each sentence using the given adjective add van or the as needed pause here while you work let's see how you went my neighbor's garden is smaller than mine greg has been working here longer

than tina trish had the best day of her life mark is going to be more careful than last time this hotel is the most expensive in the felix climbed the tallest mountain in Australia choose two of the following adjectives and write two sentences one with a comparative adjective and one with a superlative adjective if you like leave your sentences in the comments below easyteaching.net you

APPENDIX 2

Transcript

Present simple tense By Easy Teaching

present simple this tense is used frequently in English in this lesson we'll start by looking at how to form present simple tense and then we'll look at when to use it at the end of the lesson there will be a couple of activities to allow you to put your knowledge into practice there are two basic structures for the use of present simple one is used for positive sentences and the second structure is used for negatives and questions let's start by taking a closer look at the first structure when we write a positive sentence we add the subject followed by the main verb in its present simple conjugation here are some sentences in present simple with the main verb read I read you read he she it reads we read they read the only thing we need to remember is to add an s or an es depending on the word for third person singular now let's look at the second structure when we write a negative or a question in present simple we need to include the auxiliary verb do conjugated to match the subject here are some examples of negatives in present simple with the main verb sing I do not sing you do not sing he she it does not sing We do not sing they do not sing unlike when we're writing positives we always use the base form of our main verb the auxiliary verb do is conjugated changing for third person singular when forming a question we place the do or does before the subject for example do I run do you run does he she it run do we run do they run

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using the verb to be is not quite as simple as this look at these positive sentences I am a teacher you are a student she is happy we are friends they are young when using the verb to be within a negative or a question we don't use an auxiliary verb for negatives we conjugate the verb be and then add the word not for example I am not a teacher she is not happy they are not Young four questions we just change the word order we begin with the conjugation of B followed by the subject for example are you a student is she happy are we friends [Music] let's now look at when we use present simple we use it when something is always true for example plants need sun the sky is blue we use present simple for habits and repeated actions for example we go to the beach every summer she sings in a choir [Music] present simple is also used for situations thought to be more or less permanent for example she drives a red car I like tomatoes present simple is used for instructions and directions take the third exit boil the water it's also used in first conditional and zero conditional for example if it is sunny I will go to the beach you make mistakes if you rush present simple is not usually used for actions happening now but in some situations for very short actions it can be sport commentators often use present simple for example Lewis passes to his left the referee blows his whistle now it's time for a few activities complete these positive sentences using the verbs provided pause here while you work let's check how you went Mark and Jazz live together Amy goes fishing every week she sleeps with a fan on the student is new now try changing these positive sentences into negative sentences pause here while you work [Music] how did you go Mark and

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Jess do not live together Amy does not go fishing every week she does not sleep with a fan on the student is not new now complete these negative sentences using the verbs provided pause here you do not live here they are not tall enough to ride Dan does not like waves I am not alone now write a question to match each of these sentences for example the first question would be do you live here pause here how did you go are they tall enough to ride does Dan like waves am I alone [Music] our final activity in the comments below use present simple to write a positive statement and a negative statement about yourself also write a question for others to answer [Music] easyteaching.net

Appendix 3

Transcript

<u>Noun, verbs and adjectives By Easy Teaching</u>

welcome to the lesson identifying nouns verbs and adjectives if you see this icon on the screen it means that a worksheet or a video is available for you in the description below the worksheet for this lesson can be found at link number four nouns are naming words they identify people places animals and things for example pond basket giraffe girl December verbs are doing words and they describe actions some examples talk feel dream juggle and whisper adjectives are describing words some examples are small tall young orange and special could any of these adjectives be used to describe these nouns for video tutorials with more information about nouns verbs and adjectives use links one two and three in the description below Activity on rule your page into three and write the headings verbs and adjectives then sort each of these words into its correct category or if you'd like download and type straight into the lesson worksheet by clicking on link for pause the video here until you've finished now let's have a look at the answers pause here to check your work and if you find you need more help go back and visit links one two and three activity to in this activity you're going to use a picture to help you brainstorm as many

nouns verbs and adjectives as you can I'm going to do this first one for you

the adjectives I think of when I look at this picture are cute big gray long and green my nouns are cat eyes fur whiskers nose and stripes verbs which

match the picture are look hide / and pounce now it's your turn look at this new picture brainstorm as many nouns verbs and adjectives as you can think of that match this picture and write them down pause the video here until you've finished how did you go spend a few moments checking over your work make sure all of your adjectives are describing words perhaps you have fun scary wet excited now check that all of your nouns are naming words maybe you had water ride people boat finally check your verbs and make sure they're all doing words maybe you thought of scream smile splash cry pause the video while you check activity three write down the nouns verbs and adjectives from the sentences every sentence has at least one noun and one verb not every sentence however needs an adjective pause here until you've finished let's have a look at the answers starting with nouns now let's look at the verbs did you remember the word is this is a linking verb and here are the adjectives pause here until you're finished activity for we can use our knowledge of nouns verbs and adjectives to work out what part of speech should go in certain places for the first three questions write down whether a noun verb or adjective is missing do the same for questions four to seven and for each write down two words that might fit in pause here until you're done let's see how you went remember that each word I've come up with is just an example and yours might be different just make sure that you read each sentence to yourself and that each makes sense pause here until you're finished checking your work let's end with a little fun choose an object from your home think of two related adjectives and two related verbs now in the

comments below write down the adjectives and the verbs but keep the noun a secret see if others can guess what it is well done for reaching the end of the lesson it's a good idea to repeat any activities that you had trouble with hope to see you soon for another lesson

Transcript

<u>News item text By Madam English</u>

hai hai Welcome to Madam English youtube channel jadi islas end we are going to talk about news items kalian suka baca berita Enggak sih bisa di media online atau di media cetak seperti koran atau mungkin majalah Nah itu adalah contoh-contoh dari news item tapi berita juga bisa berupa berita yang ada di TV ya berita yang disampaikan oleh news engker atau pembaca berita seperti itu jadi news itu bisa tertulis bisa juga diberitahukan secara lisan nah kain soft news items itu udah banyak contoh-contohnya seperti misalnya ya contoh berita kriminal berita bisnis bisnis news kriminal news and Ken awal news atau Entertainment News kita sering kan nonton misalnya kalian nonton-nonton cerita tentang selebritis atau gosip-gosip terkini Nah itu merupakan entertainment news itu juga termasuk berita so worth it ends news items in the text tells about information about an event or newsworthy event of the day Nah kenapa sih newsworthy sesuatu yang perlu diberitakan Nah itulah isinya berita gitu ya sesuatu yang suatu kejadian yang perlu diberitakan kepada khalayak ramai medianya apa aja sih bisa media online bisa melalui TV Radio Koran majalah dan lain lain seperti itu ya saw the purpose of the item text is the tells about important event or

newsworthy event of the day mudahkan Jadi kalau misalnya nih ada teks yang membicarakan suatu berita Beritanya apa dulu kamu lihat head

Linenya Biasanya berupa judul atau nanti ada head Linenya headline itu memberitahu apa sih isi beritanya itu ya Nah sekarang kita akan bahas structure of the text ya structure of the text dari news items itu yang pertama ada mint eventnya atau Mein newsworthy event nya yaitu berupa head line yang mana merupakan sumber iof the news jadi headline itu merupakan sampai of the news kalau misalnya kamu baca koran atau media cetak media online yang di seperti Jakarta Post seperti itu ya nanti ada judulnya judul itulah yang disebut dengan headline gitu dia tulisannya besar di tengah-tengah dan dicetak tebal Biasanya seperti itu lanjutnya ada bagian yang disebut dengan background of the event jadi di bagian background of the event ini akan menjawab pertanyaan kalian 5W 1H Watin zip Where is it What what to do where when is it we terus itu huh dan terakhir adalah hal jadi 5W 1H What where when huwae and how seperti itu Jadi kalau misalnya kamu baca berita kamu pasti akan menemukan 5W 1H didalamnya jadi seperti itu ya Jadi kalau misalnya kamu baca berita tuh di bagian tengah-tengahnya atau di bagian kontennya setelah headline di bagian inti beritanya itu ada 5W 1H Jadi kalau misalnya kamu mau cari tahu ini berita apa sih Nah jadinya disitu gitu ya di bagian paragraf awal atau bagian kedua seperti itu selanjutnya nih ya dalam teks news item itu juga ada sosis sosisnya itu macam-macam bisa berupa orang yang ada dalam kejadian tersebut misalnya nih terjadi kecelakaan Mungkin dia adalah seorang korbannya atau mungkin dia pelakunya gitu yang menabrak gede ya jadi dia diwawancara biasanya nah ini adalah sources jadi sumber narasumber gitu ya sosisnya ini biasanya

memberitahukan kejadian yang sedang berlangsung tersebut kejadian yang telah terjadi itu seperti apa gitu jadi pasti ada sosisnya selain itu selain saksi mata atau orang pelaku yang ada di sana juga bisa juga lo misalnya kita ambil sosis dari media cetak media hasil survei seperti itu jadi source itu adalah sumber-sumber yang bisa mendukung suatu berita seperti itu sederhana jadi ini adalah structure atau bagian-bagian yang ada di dalam teks news item Nah selanjutnya misalkan memberikan contoh nih teks news item kalau kalian mau lihat juga teks ini langsung nih sudah memberikan linknya di description boks ya jadi Miss mengambil berita ini dari The Jakarta Post ya kalian tinggal cek aja linknya ada di bawah oke let's see this example of news item text for students Here is the example of news item text ya misalkan Berikan contoh disini ini adalah teks yang bisa ambil dari The Jakarta Post ya di sini The Jakarta Post pada Sep 13 2020 kalian bisa baca The Complete News in the link on description boks sudah berikan description box nya wisuda berikan linknya Maksudnya di description boks Yuk kita baca dulu yuk teks ini tentang apa tapi sebelum kalian Miss beritahu isinya tentang Apa kalian Dengerin dulu ya berita ini dari Mister Paul jadi Mister Palu akan membacakan berita ini jadi si beritanya gede morning Birds import Hermes Headline News Breaking News picture super Chairul produk kontrol Global International travel teman tujhse main dancer and counting out time and

procedures including the impact of speed dikenal mx510 many countries worldwide CSO geniustwist Day check the salt n company website

template Thank you for watching have Great Wall Spider Man Setelah kalian mendengarkan beritanya dari mixer palnt kira-kira kalian tahu enggak sih inti dari berita ini apa ya jadi seperti ini ya berita ini terdiri dari beberapa bagian ya Nah bagian yang atas ini kita sebut dengan head line ya atau me even newsworthy event nya apa ini adalah summary of the news ya Jadi kesimpulannya news ini beritanya tentangn apa sih Nah biasanya di judulnya atau head line itu dituliskan nah ini beritanya tentang penurunan Global tourism katanya 2020 karena pembatasan control pembatasan gitu ya pembatasan Sekarang kita lagi nggak boleh ya keluar-keluar gitu maksudnya keluar negeri gitu travelling keluar negeri karena lagi pembatasan gitu nah kita lanjutnya baca ini adalah paragraf pertamanya ya jadi paragraf pertamanya tadi ngomongin tentang Global International travel di menjadi katanya pendapatan permintaan Sorry permintaan perjalanan internasional global itu diperkirakan turun 57 persen di tahun 2020 karena apa turun karena dipengaruhi oleh control Hai pembatasan yang lebih ketat dan tindakan karantina yang akan diberlakukan dalam upaya membendung wabah virus Corona nah hal ini menurut siapa sih menurut according to a British richfarm jadi menurut perusahaan riset Inggris seperti itu ya selanjutnya di paragraf kedua itu diberitahukan bahwa permintaan pariwisata luar negeri itu tidak akan kembali kelevel pada 2019-2020 tuh yang mencerminkan efek ekonomi dari pandemi dan sentiment negatif yang masih ada terhadap

perjalanan International jadi masih dianggap Aduh takut Mimo mau perjalanan internasional termasuk apa termasuk liburan travel atau bisnis

gitu ya menurut siapa sih ini menurut afford Economic LTD selanjutnya

nih berikutnya Yani lanjutan berita nah banyak negara many countries are

beginning to reopen the borders mulai banyak yang membuka kembali

pembatasannya namun katanya ada kesulitan besar dalam mencapai

keseimbangan yang tepat antara mematikan virus tetap terkendali sambil

menghidupkan kembali pariwisata seperti itu jadi masih sulit gitu ya untuk

memastikan virus itu tetap terkendali Under Control gitu ya sedangkan

pariwisata itu kembali gitu ini menurut siapa sih menurut ya menurut si

riset yang tadi diberikan oleh sih Inggris sini ya rezeki perusahaan Inggris

ini begitu Jadi ini teksnya tentang itu ya Nah kalau misalnya kali mau baca

full teksnya Nanti linknya sudah ada di description boks kalian baca aja ini

hanya beberapa paragraf saja ya tapi tidak Miss kurangi dan tidak Miss

tambahkan sehingga memang real dari dec tapol September tanggal 13

2020ok students Nah kalau kita lihat ya tadi kan di bagian atas ini disebut

dengan head line ya yang 2020 Global Tourism ini kan termasuk dalam

head line gitu ya nih selanjutnya nih yang di bagian isinya isi beritanya itu

terdapat background event atau newsworthy event nya atau beritanya apa

dalam berita itu terdapat 5W 1H yang mana Kalau misalnya kita cari apa

sih ini ada di sana Di mana sini ada jawabannya when Kapan sini ada

jawabannya Bagaimana sih ini ada jawabannya Lalu kenapa seperti ini ada

jawabannya juga siapa yang memberikan statement juga biasanya ada

jawabannya Holden Desta example of news item text Residence gimana

sudah paham belum menyesuaikan teksnya jadi bisa item text itu adalah

teks yang memberikan informasi terkait dengan terkini gitu ya bisa berita

entertainment bisa bisnis bisa creamino bisa ekonomi dan lain-lain nah

sumbernya darimana sih kita bisa baca berita hati-hati hop Ya kita harus

baca berita dari yang sumbernya terpercaya gitu misalnya kamu nonton

TV atau mungkin kamu baca media online tapi hati-hati harusnya d'nays

yaten sekarang kalian Coba deh cari satu berita from any online sources ya

Kamu bisa cari online kalau misi sarankan The Jakarta Post karena itu

selalu update setiap harinya ya bukan Miss promosi tapi memang mistis

sering baca gitu ya thejakartapost itu isinya adalah english news gitu

kalian bisa tekwan IG sample From The Jakarta Post enough that you

identify the structure of the text kamu cari tahu m structure nya itu apa aja

Apakah ada head lainnya Apakah dalam Hai background of the event yaitu

ada 5W 1H Nah selanjutnya Apakah ada sosisnya begitu ya Jadi kamu

identify the structure of the text Nah selanjutnya setelah kamu identify the

structure of the text yang bagian headingnya mana bagian body of

tewasnya mana atau background of the news mana lalu sosisnya mana

kamu kasih highlight Setelah itu kamu juga perlu menjawab 5 pertanyaan

nah lima pertanyaannya adalah berikut ini disimak ya wah cendet lesson

for today Thank you for watching don't forget like comment subscribe

channel share juga ke teman-teman kalian Oh iya jangan lupa ya kalian

juga follow instagram Miss diet Melati dwias Celsius next video Happy

birthday ya

Appendix 5

Analysis active learning criteria in learning video on youtube

Validator : Kurniawan Ridho Saputro, S.Pd

Madam English youtube channel				
Title video	GQ	IF	IQ	HA
Procedure text	-	-	-	• Tulis teksnya dibuku • Identifikasi fungsi sosial • Identifikasi struktur teks
Passive voice	-	-	-	Change the sentences no1to 5 into passive voice • Aleesha made pancakes for breakfast
News item text	-	-	-	• Find one example of news item • Identify the structure of text • Answer these question

Homework assignment procedure text by madam english
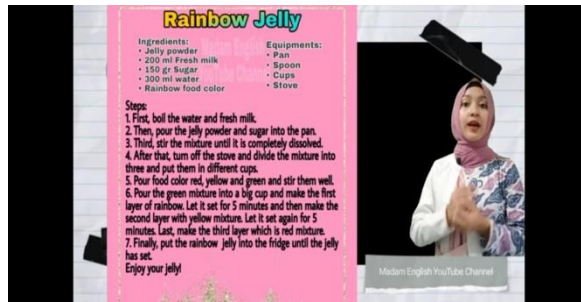
Homework assignment passive voice by madam English
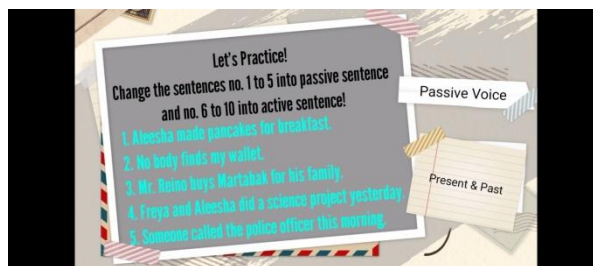
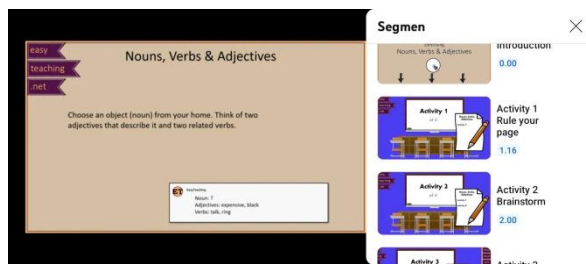Homework assignment news item text by madam English

Easy Teaching youtube channel				
Title video	GQ	IF	IQ	HA
Nouns Verbs & Adjectives	-	✓	-	✓
Present simple	-	✓	-	✓
Comparative & superlatives	-	✓	-	• Choose two of the following adjective

					• Write two sentences
					• One with a comparative adjective
					• One with a superlative adjective

1. Noun, verb & adjective

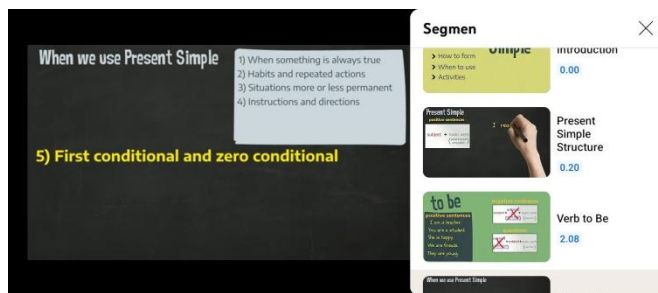   a. Interactive features

   b. Homework assignment
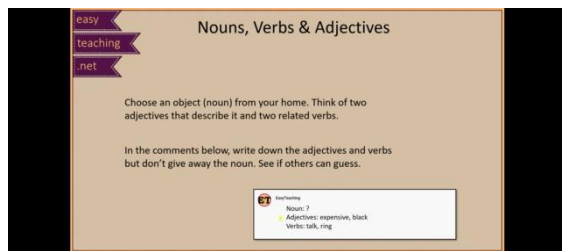
2. Present simple

   a. Interactive features

b. Homework assignment

3. Comparatives & superlative

a. Interactive features

b. Homework assignment

Appendix 6

validation sheet

Validation sheet

The data analysis of the thesis by Catur Budi Santoso (16.32.2.1.158) entitled " An Analysis of Active Learning Video on Youtube " has been validated by Kurniawan Ridho Saputro, S.Pd, in:

Day : Friday

Date : 9 june

Validator

Kurniawan Ridho Saputro, S.Pd.

Sukoharjo, 9 june 2023
Researcher

Catur Budi Santoso