The Use of Youtube to Increase Student Participation in Distance Learning Mode

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ABSTRACT

Increasing student participation becomes the main concern in distance learning mode during the pandemic. A teacher must be able to give the maximum effort in teaching the classroom, for instance by using ICT. This study aimed to find out the use of YouTube in increasing student participation in distance learning. The design of this research was classroom action research (CAR) with the subject of the research was 21 students of social science 12th grade at SMAN 6 Tualang. This research was conducted in one cycle consisting of 5 online class meetings using YouTube. The findings showed the increase of student participation and activeness by using youtube that can be seen from actively asking questions, being enthusiastic in answering questions, and enjoying the learning process.

Keywords: *Distance Learning, Students' Participation, Youtube*

INTRODUCTION

Along with WHO categorizing the status of Covid -19 as a pandemic in mid-march 2020, the Government of Indonesia took a policy to carry out distance learning (Wiryawan, 2020). This action is as an effort to ensure the continuity of education after the physical closure of schools and universities. The current status of education in Indonesia is set by the Ministry of Education and Culture Circular Letter No. 4 of 2020 concerning the Implementation of Education in Corona virus 2019 (COVID-19) Disease Emergency Conditions (Kemendikbud-Ristek 2020). Therefore, distance learning has become the new learning pattern for teachers and students from kindergarten level to higher education (Madya & Abdurahman, 2020).

The immediate restrictions on face-to-face activities to total online learning have made educators and students unprepared to implement online learning (Siregar, 2020). It became an issue in various topics of public discussion where students and educators are forced to switch from the physical classroom to online learning. Hence, it is certainly not uncommon to make educators and students to feel shocked by the new learning model (Atmojo & Nugroho, 2020).

The rapid development of information and communication technology can be used to support the implementation of remote teaching and learning process (Adisel, Gawdy, 2020 ; Salsabila et al., 2020). Therefore, teachers can take advantage of information and

communication technology in the learning process (Surandika et al., 2020). For instance, the use of digital platforms that are widely available with various features in accordance with the interaction goals to be achieved. Digital platforms widely used in online learning are Whatsapp groups, YouTube, Google Facilities (Google Classroom, Google Meet, and Google Forms), Zoom Cloud Meetings, and so that the learning can continue (Assidiqi & Sumarni, 2020).

Although teachers are increasingly facilitated with ICT, the implementation of online learning certainly has other challenges, both from the aspect of human resources and infrastructure (Al Hakim, 2020; Tanggur & Nahak, 2021). These challenges consist the network limitations, lack of student discipline, lack of awareness, and lack of student interest and participation in learning (Donham et al., 2022; Rasidi et al., 2021). From the student side, the obligation to learn online is an obstacle for students who are not familiar with online learning patterns with lack of interaction during the learning process. These obstacles are increasingly felt by economically disadvantaged students with the have the facilities and infrastructure to participate in online learning (Sauri et al., 2020). It makes the lack of student participation in online learning. Wester et al. (2021) conducted research to determine the changes in the learning environment for students affect student engagement then discovered that student engagement drastically dropped when students were exposed to online learning.

The lack of student participation in online learning is a challenge for teachers to make students active (Noviyanti & Setyaningtyas, 2017). Furthermore, the challenges faced by teachers in teaching during online learning are the lack of interaction between the educators and students or even between students themselves. Learning activities are an interactive process that involves students and educators. A learning activity will be meaningful when it benefits from that activity. Then students who do not have high learning motivation tend to fail. There are also many possibilities of learning disorders that will derail the learning process because distance learning requires students to study independently (Putri & Amelia, 2021). If the learner is not disciplined to study independently, then there is a possibility that interference will occur during learning (Kahfi, 2020). It happens because of students decreased motivation or enthusiasm for online learning that is less effective because the teacher does not meet face-to-face with students (Cahyani et al., 2020).

Therefore, teachers must choose the attractive teaching strategies to increase student participation and achieve learning objectives (Magdalena et al., 2020). In order to achieve learning objectives, every teacher is required to understand the learning strategies that will be applied properly (Mansur & Utama, 2021). Related with this, a teacher must consider the learning strategies used. The selection of the right learning strategy has an impact on the level of student achievement (Muawanah & Muhid, 2021). Fatimah & Kartikasari (2018) argue that learning strategies are not only limited to activity procedures but also include material. The learning strategy consists of all components of the subject matter, procedures, and media that will be used to help students to achieve particular learning objectives.

Teaching English courses may be complex and learners need a method to simplify and better understand the lesson. Moreover, students may feel uninterested in the class since there is no enjoyment. Additionally, the students are likely to struggle with the lectures or instruction that adheres to the traditional teaching routine; they may prefer an alternative method of learning English. However, by using YouTube videos, students can improve a considerable number of advantages and motivations that make the learning process active (Haryadi, 2019; Lestari, 2013). Furthermore, it may offer teachers a chance to overcome several negative concerns and involve learners in a new teaching method. Furthermore, it can be a helpful tool for teachers to use their lessons.

During the pandemic, the average teacher at SMAN 6 Tualang only used Whatsapp media in online learning. The media certainly causes boredom and numerous disruptions to the learning process. Therefore, teachers must incorporate engaging learning media into the English

subject so that students are motivated to learn English and the perception the difficulty of English is eliminated.

Based on observations during the application of English language teaching using Youtube in 12th grade of social science in SMAN 6 Tualang revealed that it affected student participation as evidenced by student activity in learning and also piqued student interest in what they did not know previously, such as new vocabulary. The purpose of this study was to increase students participation in learning English through the use of Youtube. From the ideas above, the researcher is interested to conduct research to improve student participation through the use of Youtube. In this study, the researcher aimed to answer research question: Can the use of Youtube increase student participation in the process of teaching English through distance learning?

METHODS

This research used classroom action research (CAR) to analyze problems appears in the classroom and as a tool that provides an alternative to problems in the classroom. This research was carried out at SMAN 6 Tualang for English subjects (Khasinah, 2013). The subject of this research consisted of students of 12th grade of social science at SMAN 6 Tualang in the academic year 2020/2021 with a total of 21 students consisting of 8 female students and 13 male students. This study was conducted in odd semesters from July to October 2021.

Data were collected by conducting the observations. The researchers also made a checklist observation for teacher and student observations filled in by the research partner during data collection. The teacher observation table contained some steps of the teaching process carried out by researchers to comply the lesson plan guidelines and guidelines in applying learning methods with YouTube. At the same time, the student observation sheet contains several criteria as the indicators of students participation in the class. s.

This research was conducted in one cycle consisting of 5 meetings. The classroom action research model used was the Kemmis and McTaggar model in which each cycle had four stages namely planning, acting, observing, and reflecting.
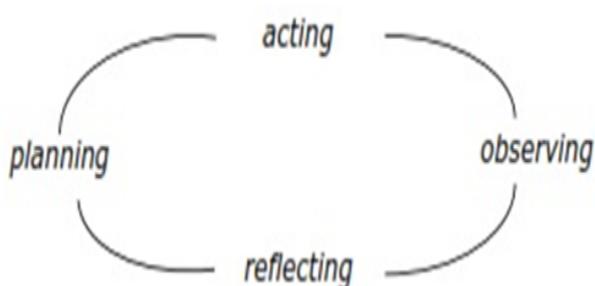

Figure 1 CAR cycles

Planning
At this process, the researcher planned and prepared the lesson and searched the relevant YouTube videos to the subject matter that will be taught. Furthermore, the researcher devised an observation checklist to serve as a guide for researchers engaged in the process of instructing and to evaluate the degree to which students participated in the learning process.
Acting
After making a lesson plan and the instruments needed during observation, the researchers carried out the learning process by following the lesson plan. During the learning process, the

researcher tried to increase student participation such as asking some questions to students, asking students to respond to the videos watched, asking students to draw conclusions from the YouTubes watched, and asking students to link the material being studied with the YouTubes given.

During the pandemic, learning was carried out online and adapted to the conditions with the difficulty to assess the internet network, so researchers did not teach using zoom media but through WhatsApp groups. In this study, the teacher provided a Youtube video link through the WhatsApp group and then students can access it by clicking on the shared link. In the YouTube video, the teacher tried to share easy-to-understand videos There is a creative video editor in the video so the students will not be bored watching the learning video and can provide the effectiveness during online learning without a teacher. The more active andeasy for students to understand the material, the more success of these students in understanding the material (Indriyati, 2021).

Observing

Using YouTube and teaching-related observations were made. At this stage, a research partner assists the researchers in assessing the compatibility between the application and the observation sheet, as well as observing the enthusiastically students participate in their studies while watching YouTube. Furthermore, there are field notes that contain some events occurred outside of the observation checklist sheet to describe in detail the class's situation and condition. The results of these observations will be interpreted and described as an explanation of the question about student participation increase because of YouTube.

Reflecting

The final step is to reflect or review the entire series of actions taken. The purpose of reflection is to identify and address the researcher teaching deficiencies. The observation checklist and field notes reveal these deficiencies when carrying out the learning process. to determine the limitations of YouTube use in English classes.

RESULTS AND DISCUSSION

The researchers assessed the active role development of students based on the number of criteria identified on the observation sheet as indicated in the table below.

Table 1. Table of the students participating in each meeting

Student Participation Indicators	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5
Students ask questions	-	1	2	2	3
Students answer the questions given by the teacher	1	1	2	3	5
Students who respond or answer every question from the teacher after watching the video or discussing with the teacher	4	7	10	13	20
Students who are willing to express their own opinions or conclusions about the lessons that have been given through YouTube videos	-	-	1	2	3

Based on the table above, it can be seen that YouTube as a media for learning English in 12th grade of social science at SMAN 6 Tualang can increase student participation and motivation in learning English. It can be seen from the results of the researchers observations in each implementation in two meetings of each material taught and in the first research conducted on July 26 and August 04, 2021. At the first meeting, the material presented was about 'Suggestions', and the second meeting was about 'Offers'. In the implementation of the first observations, the students were less enthusiastic about participating in English lessons. There was a slight increase compared to just using a WhatsApp group. Using Youtube media made it easier to understand the material. Furthermore, at the first meeting using Youtube media in the 'Suggestions' material, there was already one student who answered the questions given by the teacher, four students had started responding after watching the Youtube video, but there was no student willing to give an opinion or conclusion from the Youtube video watched.

At the second meeting on the 'Offers' learning material, it was seen that the participation of students increased slightly that was indicated by the presence of one student who was willing to ask questions about the material and one student who responded the questions given by the teacher, but there were no students who participated in giving conclusions and opinions about the material.

The subsequent observation was carried out on August 18th , 2021, and August 25th , 2021 in third meeting. The material presented was about 'Opinions', and the fourth meeting was about 'Thoughts'. In the observations of the two meetings, they have almost followed the lesson well. Although some students had obstacles such as low internet connection, the obstacle did not make them fall behind in understanding the material because they have started to be active and can motivate their colleagues to learn using Youtube media because Youtube is a teaching media that provides many kinds of material in the video that is precisely the same as the material delivered. At the fourth meeting, students became more actively marked by two students asking questions related to learning materials, three students answering questions given by the teacher. Furthermore, thirteen students had also responded to learning from Youtube and two students begun to provide opinions and conclusions regarding the material taught using Youtube.

Further observation was conducted on September 1st, 2021, with 'Party Time' material, the researchers observed that students could understand the material well. Furthermore, they were able to pour and apply vocabulary into the Party time material learned while learning to use Youtube media. Furthermore, at the fifth meeting, students had actively participated, marked by three students asking about the 'Party time' material, five students answered the questions given by the teacher, twenty students responded to videos watched and there were already three students who wanted to give opinions and conclusions from Youtube videos watched. It means that YouTube media was suitable to be used as a learning media during the pandemic because by watching the video on Youtube, students can better understand the material.

Based on the observation sheet in this study, using Youtube media to learn English during the pandemic at SMAN 6 Tualang of 12th grade of social science can increase participation and motivation of students to learn English more than before using Youtube media. The more active and easy to understand the material, the more success of students in understanding the material (Indriyati, 2021). The results of this study had similarities with previous study conducted by Almurashi (2016). Some similarities regarding the use of YouTube play an important role in helping students understand their English lessons. Furthermore, the results of this study also had similarities with the research conducted by Kabooha & Elyas (2015) namely that the use of Youtube as a learning media makes the students to be actively involved in their learning process and makes them more involved in the learning process.

In the distance learning mode view, the use of Youtube is as significant as other ICT based learning platforms. Despite the limitation found, such as insecure networks (Syahdan et al., 2021), teachers need to ensure the learning process works continuously. This effort can be done by integrating ICT in learning during the pandemic. In this sense, teachers need to use learning media that can attract attention and feedback from students. Because now, learning media becomes a fundamental need for a teacher in carrying out the learning process. Therefore, Youtube can be one of the media selected by teachers, considering That Youtube has an attractive appearance, multimodal, and easy to use. However, it is necessary if it is to be supported by the readiness and proficiency of teachers in using it (Syafryadin et al., 2022; Syahdan et al., 2022); Tafonao et al., 2020).

In integrating ICT tools in classroom activities, teachers should monitor students' engagement. To this point, Classroom Action Research facilitates teacher to conduct series of activities with the support from collaborators (Kurniawan et al., 2017; (Syahdan et al., 2022). This is done with the aim of analyzing the problems experienced by students in the learning process and improving the quality of learning (Wijaya et al., 2021). In the context of class XI social studies at SMAN 6 TUALANG, researchers used Youtube to increase student participation in learning English.

CONCLUSION

Based on the results and discussion, it can be concluded that students have almost followed the lesson well. Although some students experience problems such as low internet connection but it does not prevent them from understanding the material because they have started to be active and can encourage their classmates to learn using YouTube as a teaching media that provides various types of content in identical videos to the material delivered.

Furthermore, YouTube can be used as a learning media during distance learning because students can better understand the subject matter if they watch Youtube videos. In addition, using YouTube media in learning English can increase student participation and motivation in learning English compared to before using YouTube media. Therefore, the researcher suggests that teachers can use Youtube as a media in learning English.

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