

**STUDENTS' PERCEPTION ON THE USE OF YOUTUBE AS A  
MEDIUM IN TEACHING NARRATIVE TEXT DURING  
PANDEMIC AT THE NINTH GRADE STUDENTS OF MTS  
DARUSSA'ADAH KEBUMEN**

**A FINAL PROJECT**

**Presented as Partial Fulfillment of the Requirements**

**to Obtain the *Sarjana Pendidikan* Degree**

**in English Education**



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FACULTY OF LANGUAGES AND COMMUNICATION SCIENCE  
SULTAN AGUNG ISLAMIC UNIVERSITY  
SEMARANG**

**2023**



**PAGE OF APPROVAL**

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Prepared and Presented by:

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has been approved by the advisor and to be examined by the Board of  
Examiners.



Semarang, 2<sup>nd</sup> February 2023

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**PAGE OF VALIDATION**

*A Sarjana Pendidikan* Final Project on

**STUDENTS' PERCEPTION ON THE USE OF YOUTUBE AS A MEDIUM  
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## STATEMENT OF WORK'S ORIGINALITY

Herebly, I declare that the this final project of the bachelor degree of English education I wrote does not containing the work of others, except those mentioned in quotations and references, as befits a scientific paper. If my statement invalid in the future, I strongly agree to accept academic sanctions in the form of revocation of my paper and the degree I obtain from the paper.

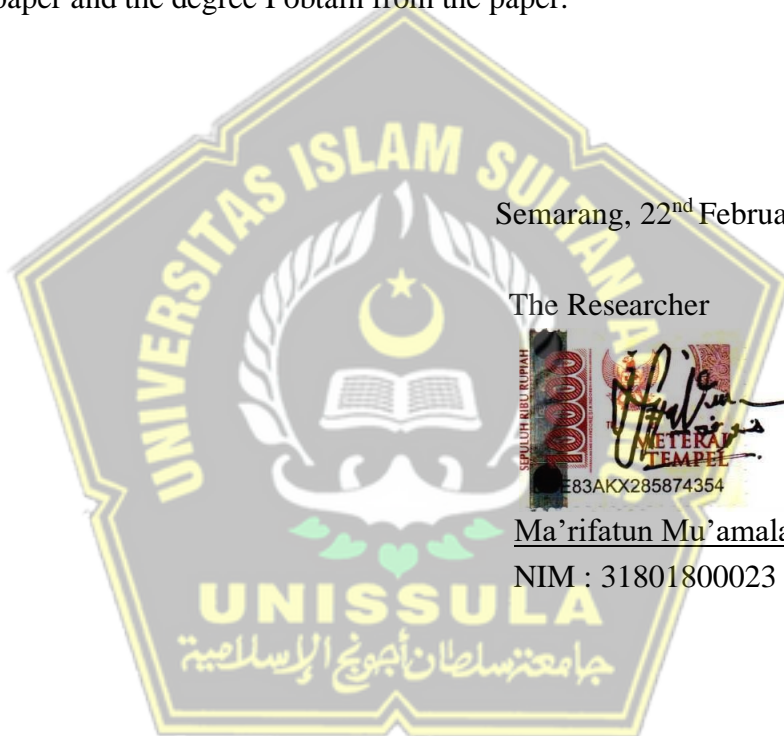
Semarang, 22<sup>nd</sup> February 2023

The Researcher



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## MOTTO

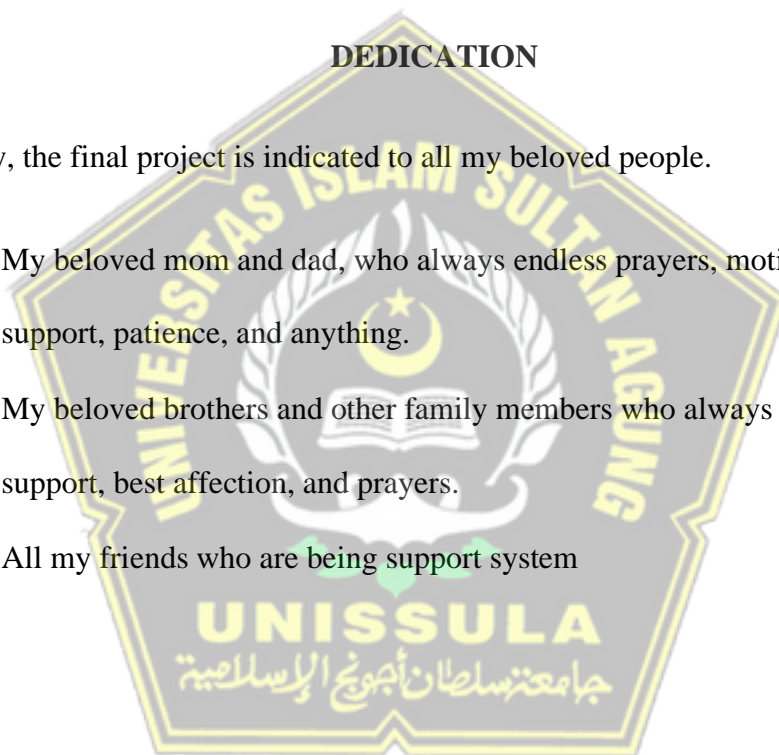
If you can dream it, you can achieve it.

- Zig Ziglar

## DEDICATION

Proudly, the final project is indicated to all my beloved people.

- My beloved mom and dad, who always endless prayers, motivations, support, patience, and anything.
- My beloved brothers and other family members who always give me support, best affection, and prayers.
- All my friends who are being support system



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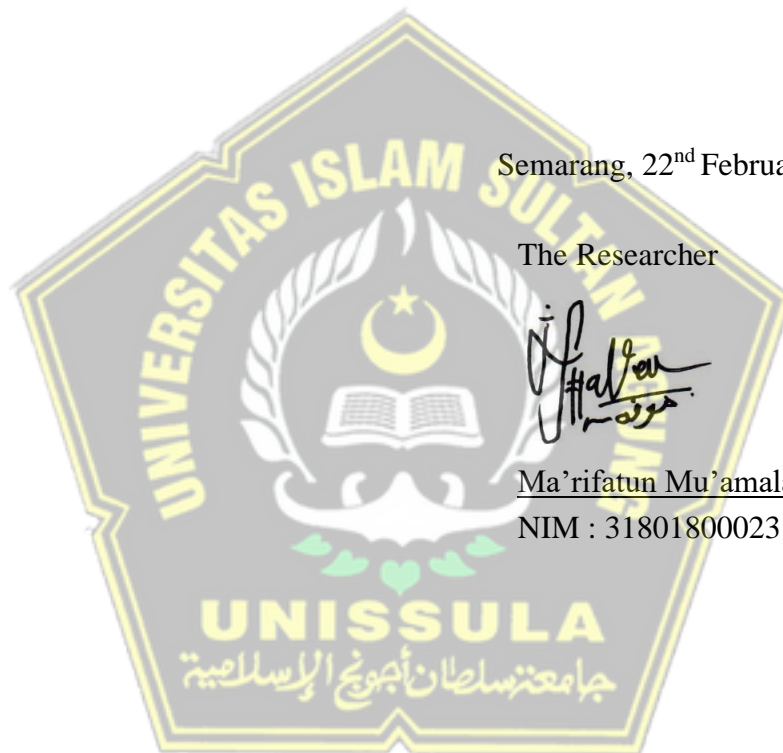
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## ABSTRACT

Muamalah, M (2023). *Students' Perception on the Use of Youtube as a Medium in Teaching Narrative Text During Pandemic at the Ninth Grade Students of Mts Darussa'adah Kebumen*. English Education Study Program. Languages and Communication Science Faculty, Sultan Agung Islamic University. Advisors: Nur Ekaningsih, S.Pd.,M.Pd.

The impact of a pandemic affects many aspects of life. Education is one of the fields that has changed due to the pandemic. Social distancing requires schools to replace face-to-face learning with online learning. MTs Darussa'adah is one of the schools that used YouTube as an English online learning medium during the pandemic. This study aimed to analyze students' perception on the use of YouTube as a medium in teaching narrative text during a pandemic at the ninth grade students of MTs Darussa'adah Kebumen. The researcher was used descriptive qualitative research. The subjects in this study were 50 ninth grade students of MTs Darussa'adah Kebumen. The data were obtained through questionnaires and interviews. The results of this study showed that most students agree that YouTube is an effective and attractive online learning media, YouTube can also help students in the teaching and learning process during a pandemic. However, Youtube also has some disadvantages, such as some students sometimes have difficulties with their network, YouTube also has lots of ads which can distract students from learning concentration.

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

## INTISARI

Muamalah. M (2023). *Students' Perception on the Use of Youtube as a Medium in Teaching Narrative Text During Pandemic at the Ninth Grade Students of Mts Darussa'adah Kebumen*. English Education Study Program. Languages and Communication Science Faculty, Sultan Agung Islamic University. Advisors: Nur Ekaningsih,S.Pd.,M.Pd.

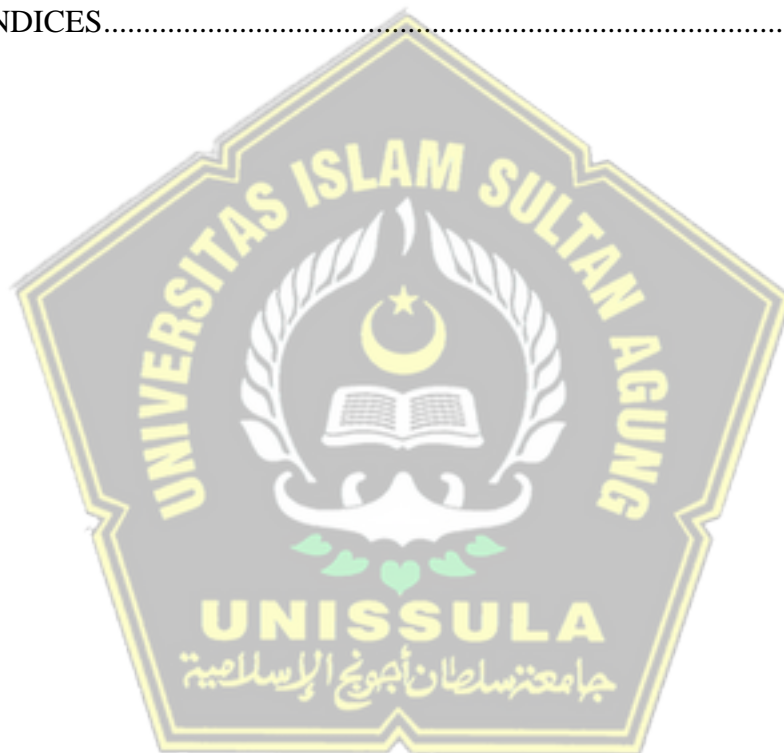
Dampak pandemi mempengaruhi banyak aspek kehidupan. Pendidikan merupakan salah satu sektor yang mengalami perubahan akibat pandemi. Social distancing mengharuskan sekolah mengganti pembelajaran tatap muka dengan pembelajaran daring. MTs Darussa'adah merupakan salah satu sekolah yang menggunakan YouTube sebagai media pembelajaran online bahasa Inggris di masa pandemi. Penelitian ini bertujuan untuk menganalisis persepsi siswa tentang penggunaan YouTube sebagai media dalam pembelajaran teks naratif di masa pandemi pada siswa kelas IX MTs Darussa'adah Kebumen. Peneliti menggunakan penelitian deskriptif kualitatif. Responden dalam penelitian ini adalah 50 siswa kelas IX MTs Darussa'adah Kebumen. Data diperoleh melalui kuesioner dan wawancara. Hasil penelitian ini menunjukkan bahwa sebagian besar siswa setuju bahwa YouTube adalah media pembelajaran online yang efektif dan menarik, YouTube juga dapat membantu siswa dalam proses belajar mengajar di masa pandemi. Namun Youtube juga memiliki beberapa kekurangan, seperti beberapa siswa terkadang mengalami kesulitan dengan jaringannya, YouTube juga memiliki banyak iklan yang dapat mengganggu konsentrasi belajar siswa.

**Keywords :** *Persepsi, Youtube, Teks Naratif*

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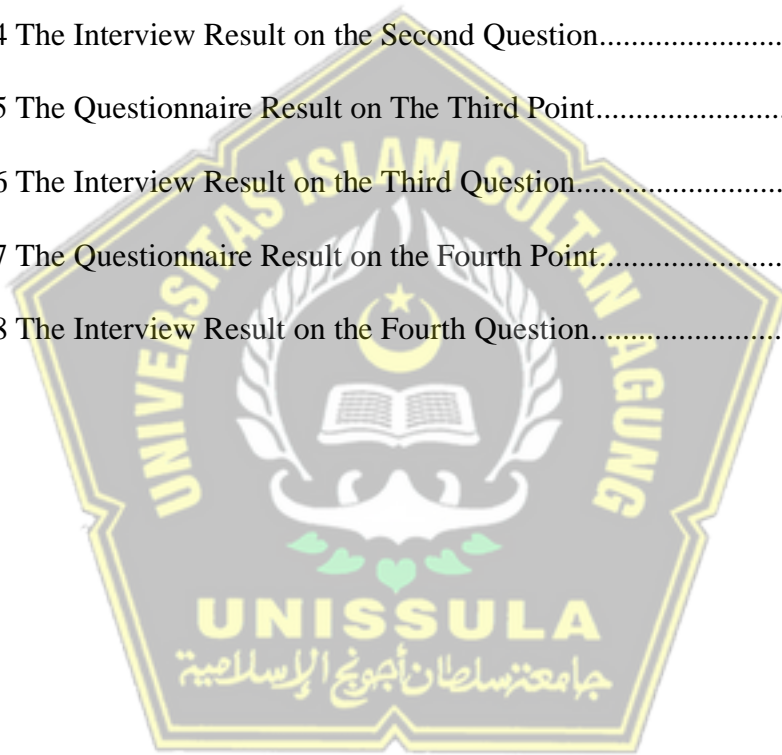
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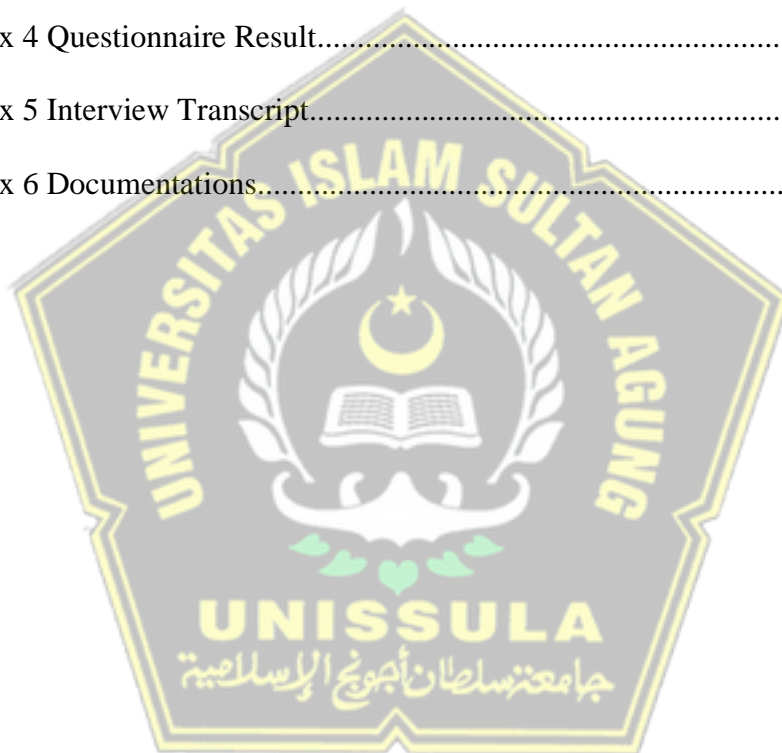
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## **CHAPTER 1**

### **INTRODUCTION**

This chapter consists of Background of the Study, Reason for Choosing the Topic, Statement of the Problem, Objective of the Study, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Organization of the Study.

#### **1.1 Background of the Study**

Big changes have occurred since the arrival of the COVID-19 pandemic (Adisti, 2022). Most of the countries around the world have received the impact of the pandemic, Indonesia being one of them. The impact of a pandemic affects many aspects of life. Education is one of the fields that has changed due to the pandemic. The government has implemented various policies to deal with the COVID-19 pandemic. One of the policies given by the government in education is the implementation of distance learning or online learning.

Online learning is a teaching and learning process that is carried out without face to face but through online (Simanjuntak et al., 2021). Meanwhile, according to Dhawan (2020) Online learning is carried out as an alternative way in the teaching and learning process so that learning can still be done even though it is not face to face (Dhawan, 2020). The use of technology began to be utilized in education. Readiness to changes is one of the challenges that must be faced in the online learning process (Adisti, 2022). Online learning is a new experience in the scope of education, everything must be prepared so that online learning can run well.



In online learning, some of the problems faced by students are network and distance learning (Armstrong-Mensah et al., 2020). Network is an important and influential element in the implementation of online learning because all access in online learning requires a network. Learning process during a pandemic is also very dependent on online learning media (Rahmatika et al., 2021). Learning media can facilitate the teaching and learning process. There are various kinds of online learning media that can be used in the learning process such as WhatsApp, Zoom, Google Meet, Youtube and so on. Teacher can choose online learning media that are suitable for their students.

YouTube is one of the online learning media that can be applied in the learning process. The use of video in delivering material is a new concept in education (Setiawn et al., 2022). According to Prastiyo et al (2018), YouTube is an online learning platform that can be applied as a flexible because students and teachers can do online interaction by uploading videos, viewing videos, sharing videos and also making question or answer through the comments column (Prastiyo et al., 2018). Learning media in the form of videos is really needed, especially during a pandemic.

There is a lot of English material that must be learned at school. One of them is narrative text. Narrative text is a text that tells an interesting event with the aim to entertain, such as folklore, fairy tales and others (Setiawn et al., 2022). One way that can be used to deliver the material during a pandemic is by using Youtube video. Almurashi (2016) states that YouTube usage is crucial for studying English since it can improve students' comprehension of the material. This is because students can



see other video references related to the material so they can increase their understanding (Almurashi, 2016).

There are several studies about the use of youtube as a midium done by previous researchers, some of them were (Zaidi et al., 2018); (Shariff & Shah, 2019); (Gracella & Nur, 2020); (Simanjuntak et al., 2021); (Adisti, 2022). The results of all the studies showed that Youtube is an effective online learning media, YouTube highly accepted by students, and YouTube an attractive medium for students. However, Jallaludin (2016) in his research stated that apart from the advantages there are also some disadvantages in using YouTube as a medium such as the many advertisements on YouTube, students are easily distracted, learning will depend heavily on the network, and so on (Jalaluddin, 2016).

Research on students' perception on the use of YouTube as English online learning media in schools within the scope of Islamic boarding schools is still very limited. MTs Darussa'adah is a school managed by the Drussa'adah Islamic Boarding School. Due to the pandemic, the English teacher at Mts Darussa'adah applied online learning by using YouTube as an online learning medium. The researcher feels this is important to study because schools under the auspices of Islamic boarding schools are different from public schools in the environment and also in the regulations.

Based on the background above, the researcher conducted a research to analyze students' perception on the use of Youtube as a learning medium for ninth grade students of MTs Darussa'adah Kebumen. This study is entitled "Students'

Perception on the Use of Youtube as a Medium in Teaching Narrative Text During Pandemic at the Ninth Grade Students of MTs Darussa'adah Kebumen”.

## **1.2 Reasons for Choosing the Topic**

Based on the background above, the reasons for choosing this topic is because students in schools within the scope of Islamic boarding schools have different situations and conditions from public school students. Although the pandemic requires all elements of society, especially education, to maximize the use of technology, the regulations for boarding schools must still be implemented.

In addition, this research was conducted because considering that research on student perception on the online learning at school under auspices of Islamic boarding school is very limited. The researcher feels that this is important to research, so that students can provide their perceptions about the advantages and disadvantages of YouTube. The results of this study are expected to be a reference and improvement for selecting appropriate learning media.

## **1.3 Statement of the Problem**

How do the students' perception on the use of YouTube as a medium in teaching Narrative text during pandemic at the ninth grade students of MTs Darussa'adah Kebumen?

## **1.4 Objective of the Study**

In accordance with the background and reasons for choosing the topic, the objective to be achieved in this study is to analyze students' perception on the use

of Youtube as a medium in teaching narrative text during pandemic at the ninth grade students of MTs Darussa'adah Kebumen.

### **1.5 Limitation of the Study**

This study focuses on students' perception on the use of Youtube as a medium in teaching narrative text during pandemic at the ninth grade students of MTs Darussa'adah Kebumen.

### **1.6 Significance of the Study**

This research is expected to provide significance for education, especially in teaching English both in pedagogical and practical aspects.

#### **1. Pedagogical Significance**

##### **a. Teacher**

Researchers hope that this study can provide deeper knowledge in understanding the use of YouTube videos to teach reading narrative texts, especially in the Covid-19 situation

##### **b. Students**

The researcher expects that this study will help learners enhance their capacity to read narrative texts

##### **c. Further Researcher**

The researcher hopes that this research can be used as a reference for further researchers

## 2. Practical Significance

### a. Teacher

This study is expected to provide input as reference material in developing more varied and interesting learning media in order to improve learning quality.

### b. Students

The results of this study are expected to be used as a medium for student learning so that students are more motivated to learn and can improve their learning outcomes.

### c. Further Researcher

The results of this study can be used as a reference for future researchers, especially those who will conduct similar research in different schools.

## 1.7 Definition of Key Terms

In this section, the researcher defines three key words in order to clarify the concepts, and miss understanding. The three terms to be defined are:

### 1. Perception

In general, perception is related to the observation of a particular environment or situation (Anggrarini & Faturokhman, 2021). Perception is a method for knowing, understanding, and also being aware of something that exists in the surrounding environment by involving the senses of sight, hearing, smell, touch and taste (Simanjuntak et al., 2021).

## **2. YouTube**

Youtube is a popular media-sharing platform created by employees of PayPal named Chad Hurley, Steve Chen, and Jawed Karim in 2005 (Sagita, 2021).

## **3. Narrative**

According to Setiawan (2019), narrative text is a text that tells an interesting event with the aim to entertain, such as folklore, fairy tales and others.

### **1.8 Organization of the Study**

This final project consists of five chapter. The first chapter is Introduction which consists of Background of the Study, Reason for Choosing the Topic, Statement of the Problem, Objective of the Study, Limitation of the Study, Significance of the Study, Definition of Key Terms, and the Organization of the Study.

The second chapter is review of literature which consists of Perception, Students' Perception, Students' Perception on the Use of Youtube as a Medium, Youtube, Youtube as English Online Learning Medium, The Advantages and the Disadvantages of Youtube as a Medium, Narrative text, Teaching Narrative by Using Youtube and the Previous Study.

The third chapter is Method of Study which consist of the Design of the Study, Subject of the Study, Instrument of the Study, Technique for collecting data, Data collecting procedure, data analysis, and the Time schedule.

The fourth is Instruments Validity, Instruments Reliability, the Analysis of Results and Discussion the Result of this study consist of the , Analysis of the Questionnaire and Interview Result, and also the Discussions.

The fifth chapter is about the Conclusion and the Suggestion.



## CHAPTER II

### REVIEW OF LITERATURE

This chapter discusses about the theories which are relevant to the study. The literature review consists of Perception, Youtube, Narrative text, and the last part is about the Previous Study.

#### **2.1 Perception**

Perception is related to the observation of a particular environment or situation (Anggrarini & Faturokhman, 2021). Perception is the way we use our senses to know, understand and perceive things in our environment. (Simanjuntak et al., 2021). Understanding the surrounding environment can help humans to connect with their environment. Through experience, someone can give their opinion about something they have experienced before.

##### **2.1.1 Students' Perception**

In general, perception is related to the observation of a particular environment or situation (Anggrarini & Faturokhman, 2021). Perception is the way we use our senses to know, understand and perceive things in our environment. (Simanjuntak et al., 2021). Perception refers to the experiences we have gone through in the world. This experience gives us information about the environment around us. Perception can be our reference in dealing with something.

From the above definition it can be concluded that student perception is a psychological ability that students have to analyze the information that has been done. Student perception is a student's perspective obtained from their experience



of a phenomenon. Each student has a different perspective from one another. This student perception can be used as a teacher's reference in determining the method, strategy or learning media used because with this perception the teacher can find out the effectiveness of a method/strategy or media used.

### **2.1.2 Students' Perception on the Use of Youtube as a Medium**

Today is the era of technological development so that the new generation involves the use of the internet in almost all aspects of life (Sakkir et al., 2020). One aspect that is affected by technological developments is education. The development of technology provides many benefits and conveniences in teaching and learning. One of the conveniences offered by technology in education is online learning. Youtube is interesting platforms as an online learning media.

Several researchers examined perceptions about Youtube to determine its effectiveness. Research on Youtube as a media is carried out at various levels of education, not only in Indonesia but also in other countries. One of the studies on students' perception of using Youtube was done by Jaelani & Habibatullaela (2022) in their study, the researcher found that students agree if Youtube is very useful online because there are many Video references are accessible. There are many studies which also show that students feel happy, enjoy, interested and even motivated by YouTube media. However, some media sometimes also provide obstacles for students. There were some students obstacles when using Youtube such as network difficulties, additional education fees, and also students having difficulties in understanding the material (Jaelani & Habibatullaela, 2022). Most of



the studies on students' perception of using Youtube as a learning medium receives positive feedback from students, although however, some students also have obstacles when using it.

## **2.2. Youtube**

Youtube is a popular media-sharing platform created in 2005 (Sagita, 2021). YouTube users can use the platform to watch videos, upload videos and also share videos. The use of easy features on YouTube makes many people use this application platform. Youtube has more than one billion users making this platform the largest repository of online video material (Camm et al., 2018).

### **2.2.1 Youtube as Online Learning Medium**

E-learning is a learning experience using electronic devices such as laptops, mobile phones and other devices that use internet access (Dhawan, 2020). Online learning makes technology can be applied optimally in the scope of education. Teachers can choose learning media according to student needs. YouTube become an attractive medium for learning (Almurashi 2016). There are so many sources of learning material that students can access easily (Kristiani & Pradnyadewi, 2021). Besides students being able to see video material uploaded by the teacher, students can also view material from other YouTube channels.

### **2.2.2 The Advantages and the Disadvantages of Youtube as a Medium**

There are several advantages and disadvantages of using youtube as a medium (Jallaludin, 2019). Some of the advantages such as :

1. YouTube helps in online learning

2. Youtube motivates students to join the courses and makes students able to stay on the courses for a long time
3. Youtube makes students enjoy joining the courses
4. YouTube provides lots of learning materials that can be accessed easily
5. Youtube can attract students' attention in joining the courses
6. There are lots of videos related to the material that can increase students' comprehension

Beside some of the advantages above, Youtube also has several disadvantages such as :

1. Students sometimes having network difficulties
2. Students sometimes have difficulties in understanding the material
3. Students must be wise in using YouTube because there are many inappropriate videos
4. There is no control over its use
5. Sometimes video that are off the topic can bother students while looking for resources
6. Videos and ads on the Youtube platform can interfere students concentration

### **2.3 Narrative Text**

A narrative is a text such as folklore or fairy tale, that tells an interesting event for entertainment purposes (Setiawan, 2019). The selection of this type of text is intended to be able to entertain students when reading it. Narrative can be factual,

however, most narratives are imaginary stories (Sulistyo, 2013). Narrative text consists of several types, most of narrative text are fictional.

### **2.3.1 Teaching Narrative by Using Youtube**

The use of video in delivering material is a new concept in education (Setiawan et al., 2022). Audio visual can help students understand the material (Mathew & Alidmat, 2013). Learning media in the form of videos is really needed, especially during a pandemic. One of the videos or audio visuals that are commonly used as online learning media is YouTube.

Almurashi (2016) states that YouTube usage is crucial for studying English since it can improve students' comprehension of the material. This is because students can see other video references related to the material so they can increase their understanding. There are several studies which state that YouTube is an effective medium in conveying learning material. The purpose of using YouTube to educate narrative texts is to ensure that the teaching and learning process continues to function normally in the event of a pandemic and that information about narrative texts may be delivered through YouTube. YouTube is widely utilized as a medium for teaching narrative in order for pupils to receive and retain the material presented by the teacher.

According to various studies on the use of YouTube as a learning medium, YouTube is an interesting learning medium and can be used to teach narrative text because the use of audio-visual allows students to understand the material presented. Teaching Narrative text using YouTube can help students understand the material

more deeply because there are many other references related to the material that can be accessed easily. Using YouTube as a tool for teaching narrative text also allows students to rewatch material uploaded by the teacher so that they watch it repeatedly even outside class hours or during their free time.

## **2.4 Review of Previous Studies**

The first study conducted by Shariff & Shah (2019) was about students' perceptions of YouTube use and self-directed learning. Subjects of the study were students of SMK Sultan Tajul Ariffin Manong, Perak, Malaysia. Research results show that the YouTube app was very well accepted and provides a valuable self-study experience for students.

The second study conducted by Gracella & Nur (2020) focused on students' perception of learning English through YouTube application. The research subjects were 5 pharmacy students in class XI of SMK Negeri 17 Samarinda. Research results show that Youtube brings many benefits to students such as improving English skills, easily accessing most of students' utilities, can be used in any situation, help and motivate students to learn English.

The third study conducted by Sanhei et al., (2020) was about students' perception of English as a second language when using YouTube. The research subjects were 50 ESL students at a private university in Phnom Penh city, Cambodia. Research results show that using YouTube is very important and brings many benefits to students for entertainment and educational purposes.

The fourth study was conducted by Simanjuntak et al., (2021) entitled Students' perception of using Youtube as a means of learning English online during the Covid-19 pandemic at SMA Negeri 4 Pematangsiantar. The subjects of the study were students of class XI PMIA 6 and XI PMIA 7 at SMA Negeri 4 Pematangsiantar. Research results showed that using YouTube as an online English learning medium is effective, attractive, and also motivated students to learn English online during the Covid-19 pandemic.

The latest study conducted by Tiara et al., (2021) entitled Using YouTube-based interactive learning media in providing English subject materials to middle school students. Subjects of the study were 8th graders of SMPN 2 Teluk jambe Timur Karawang. Research results show that students are satisfied with the way teachers deliver materials through YouTube videos during the pandemic because the materials become easy to understand.

The similarity of this study with previous studies is the analysis of students' perceptions of using Youtube as an online English learning medium. Meanwhile, the difference is on the environment, this research will be conducted research at school under the auspices of the Islamic boarding school, while the previous research conducted their research in public schools so that they have different conditions and regulations.

## **CHAPTER III**

### **METHOD OF THE STUDY**

This chapters consists of the Design of the Study, Subject of the Study, Instrument of the Study, Technique for collecting data, Data collecting procedure, data analysis, and the Time schedule.

#### **3.1 Design of the Study**

Based on the problems of the study, the method used in this study is a descriptive research method with descriptive qualitative. This study used descriptive qualitative research because it is to gain information about students' perceptions on the use of Youtube as English online learning media in teaching narrative text during pandemic.

#### **3.2 Subject of the Study**

The subject in this study was ninth class of MTs Darussa'adah Kebumen. The population of this study were all students in the ninth grade of MTs Darussa'adah Kebumen which amounts to 116 students who divided into five classes (IX 1 – IX 5). Meanwhile, the samples of this study were 50 students from class IX 1 which totaled 25 students, and class IX 2 which amounted to 25 students. The subjects in this study selected purposively because all the subjects in this study use YouTube as an English learning medium during the pandemic.



### 3.3 Instruments of the Study

An instrument is a tool used to collect research data. The study has two instruments to collect information about students' perception on the use of Youtube as a medium in teaching Narrative text during pandemic at the ninth grade students of MTs Darussa'adah Kebumen. The first was questionnaire. The questionnaire was the instrument of this research to gain students' perceptions in using YouTube as a medium in delivering the material of Narrative text during the Covid-19 pandemic. This questionnaire contained 15 close-ended questions with the criteria of 'Strongly Agree (SA)', 'Agree (A)', 'Neutral (N)', and 'Disagree (D)'. It is used in each statement to measure attitudes or point-of-view into the use of YouTube as a media in delivering the material of Narrative text during the Covid-19 pandemic.

The second, the researcher used an interview as the instrument. This interview conducted to follow up and provide more depth information from the questionnaire. The interview consisted of four open-ended questions. Therefore, respondents can answer questions freely according to their point of view in their experiences and feelings.

#### 3.3.1 Validity

Validity is an important issue in both qualitative and quantitative research. The researcher could get a certainty that the question is valid or not. It is based on the test of validity. A questionnaire and interview can be said valid if the questions can reveal something which is supposed to be measured. In this study, the validity of the questionnaire and the interview tested by expert judgments, namely advisor and English teacher at MTs Darussa'adah Kebumen.

### 3.3.2 Reliability

Another criterion to measure the good test is reliability test. Reliability was also an important issue in both qualitative and quantitative research. The researcher got a certainty that the questions were reliable or not, it is based on the reliability testing. In the reliability test, the researcher used the triangulation technique. Triangulation intentionally uses more than one method of data collection and analysis when studying a social phenomenon to check the consistency of findings obtained by different methods of data collection (Honore, 2017).

In the triangulation technique, comparing different data collection methods aims to get results that were close to the truth. In this study, the researcher compared data from questionnaires and interview results.

### 3.4 Technique for Collecting Data

The data collection done based on students' opinions regarding their experience of using YouTube as an online learning media during the pandemic. This data collection aims to analyze and gain an in-depth understanding of students' perspectives on their experiences using YouTube as English online learning. The technique to collect this data used two instruments. The first, the researcher used questionnaires. The second, the researcher used the interview as an instrument. This interview was conducted to follow up and provide more depth information from the questionnaire.



### 3.5 Data Collecting Procedure

In this study, the data collection used questionnaire and interview. The questionnaire and interview data collection carried out at the Darussa'adah Islamic boarding school during free time so that it does not interfere with the activities of the Islamic boarding school or school.

The first step was to ask for help and cooperate with the boarding school administrator to gather students in grades IX-1 and IX-2. Then, the researcher distributed the prepared questionnaire. The list of questions in the questionnaire contains 15 close-ended questions related to the use of YouTube as English online learning. In this questionnaire, students can give their point of view by putting a check mark on each question in the questionnaire according to their personal opinion. After the students finished filling out the questionnaire, the researcher conducted interview with five students recommended by the English teacher to conduct interviews. There are four open-ended questions to follow up and provide more depth information from the questionnaire. Then, the researcher wrote answers from respondents. Thus, the researcher can find out the perception of MTs Darussa'adah students regarding on the use of Youtube as English online learning media during the pandemic.

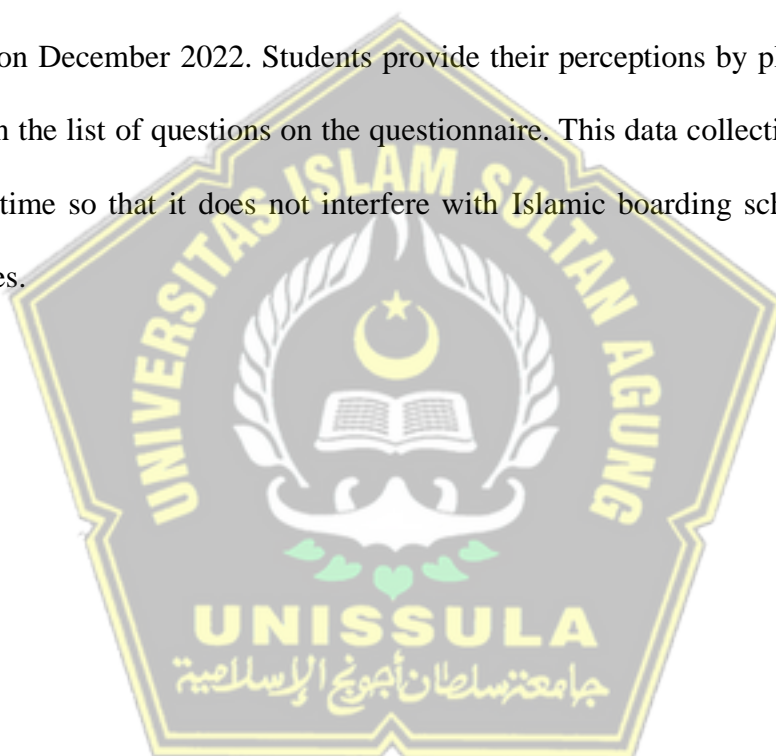
### 3.6 Data Analysis

In conducted this research, the researcher analyzed the results of data collection in a qualitative descriptive by doing steps from Creswell (2009: 183).

In the data analysis there are five steps that implemented to analyze the data, the first is prepared data for analysis, the second is read and understood all the data, the third is classified the data, the fourth is interpreted the data, and the last step is drew the conclusion.

### **3.7 Time Schedule**

In this study, data collection carried out at Darussa'adah Islamic boarding school on December 2022. Students provide their perceptions by placing a check mark on the list of questions on the questionnaire. This data collection carried out at free time so that it does not interfere with Islamic boarding school or school activities.



## CHAPTER IV

### ANALYSIS OF RESULTS AND DISCUSSIONS

This chapter discusses about instruments validity, instruments reliability, analysis of the results that consist of analysis of the questionnaire result, analysis of the interview result and the discussion.

#### 4.1 Instruments Validity

The instruments in this study were questionnaires and interviews. The validity test in this study used expert judgment. The expert judgment in this study were the advisor and the English teacher. In this study the questionnaire and interview validation rubric for the expert judgment adapted from White and Simon (2011). There are 4 criteria of the score in this validation rubric the first was 'not acceptable', the second was 'below expectation', the third was 'meets expectation', and the last was 'Exceeds Expectation'. The expert's judgment stated that the questions on the questionnaire and the interview were good and acceptable for answering the research questions and also no modification was needed. The rubric and score calculation for validity test of the instrument are attached in the appendices section.

#### 4.2 Instruments Reliability

In this section the researcher analyzed the reliability test. In the reliability test, the researcher used the triangulation technique. Triangulation is expected to get results that are close to the truth. In this research, the researcher explored the truth of certain information through various methods and sources of data acquisition. The researcher used triangulation to compared the data on the questionnaire and the interview. The first

the researcher showed the questionnaire result and then after that the researcher also showed the interview result. After that the researcher compared between the questionnaire and interview results and the last was drawing conclusions from each point. Data analysis is explained after this section. From the questionnaire and the interview results it can be seen that the results obtained were consistent, stable and have no significant differences. It can be concluded that the instruments of this study were reliable.

### **4.3 Analysis of Results**

This research was conducted at MTs Darussa'adah Kebumen. MTs Darussa'adah is located in Kritig village, Petanahan District, Kebumen Regency. This school is a school under the auspices of the Darussa'adah Islamic boarding school. Respondents in this study were 50 grade nine students of MTs Darussa'adah. Research data collection was conducted at the Darussa'ah Islamic boarding school on December 30, 2022. After collecting data, the researcher analyzed the findings in the study by interpreting and describing the analysis of questionnaires and interviews results.

#### **4.1.1 Analysis of the Questionnaire & Interview Results**

Questionnaires and interviews were conducted to analyze students' perception on the use of Youtube as a medium in teaching narrative text during a pandemic at the ninth grade students of MTs Darussa'adah Kebumen. Questions in the questionnaire and interview were classified into 4 points: the first is students' perception on the use of YouTube as a medium during a pandemic, the second is students' perception on the use of YouTube as a medium to teach narrative text, the third is students' perception about the advantages of YouTube as a medium, and the fourth is students' perception about

the disadvantages of YouTube as a medium. The writer interprets the results of the 4 points in the questionnaire and interview into the form of percentages and the descriptions.

### 1. Students' Perception on the Use of YouTube as a Medium During a Pandemic

The first point in the questionnaire focuses on Students' perception on the use of YouTube as a medium during pandemic. At this point, respondents in the questionnaire answered 4 related statements regarding Students' perception on the use of YouTube as a medium during a pandemic. The results of the questionnaire can be seen in table 4.1.

**Table 4.1 The Questionnaire Result on The First Point**

| No | Statements  | Scales      |             |             |           |
|----|---|-------------|-------------|-------------|-----------|
|    |   | SA          | A           | N           | DS        |
| 1  | I feel enjoy when using Youtube as a medium during pandemic                                       | 18<br>(36%) | 30<br>(60%) | 2<br>(4%)   |           |
| 2  | Using YouTube videos give me motivation to participate in the courses                             | 13<br>(26%) | 26<br>(52%) | 8<br>(16%)  | 3<br>(6%) |
| 3  | The use of YouTube as a medium makes me interested in following the teaching and learning process | 12<br>(24%) | 25<br>(50%) | 10<br>(20%) | 3<br>(6%) |
| 4  | YouTube is very helpful in the teaching and learning process during the pandemic                  | 36<br>(72%) | 14<br>(28%) |             |           |

The first statement is YouTube is very helpful in the teaching and learning process during the pandemic, based on the table above it can be seen that there are 18 (36%) respondents chose 'strongly agree' (SA), 30 (60%) respondents chose 'agree' (A) and 2 (4%) respondents chose 'neutral' (N). It can be concluded that YouTube was very helpful in the teaching and learning process during the pandemic.

The second statement is using YouTube videos give me motivation to participate in the courses, based on the table above it can be seen that there were 13 (26%) respondents who chose 'strongly agree' (SA), 26 (32%) respondents chose 'agree' (A), 8 (16%) respondents chose 'neutral' (N), and 3 (6%) respondents chose 'disagree' (D). It can be concluded that the use of YouTube videos provide students' motivation to participate in the courses.

The third statement is the use of YouTube as a medium makes me interested in following the teaching and learning process, based on the table above it can be seen that were 12 (24%) respondents chose 'strongly agree' (SA), 25 (50%) respondents chose 'agree' (A), there were 10 (20%) respondents chose 'neutral' (N), and 3 (6%) respondents chose 'disagree' (D). It can be concluded that the use of YouTube as a medium makes students interested in following the teaching and learning process.

The fourth statement is the use of YouTube is very helpful in the teaching and learning process during the pandemic, based on the table above it can be seen that 36 (72%) respondents chose 'strongly agree' (SA), and there were 14 (28%) respondents choose 'agree' (A). It can be concluded that the use of YouTube is very helpful in the teaching and learning process during the pandemic.



Then, to gain deep information and understanding on this point, the researcher also conducted interviews regarding students' perception on the use of YouTube as a medium during a pandemic using open-ended questions with 5 respondents. The first question in the interview is “What do you think about using Youtube as a learning medium during a pandemic?”. The results of the interview in the first question can be seen in table 4.2.

**Table 4.2 The Interview Result on the First Question**

| <b>Respondents</b> | <b>Responds</b>   |
|--------------------|---|
| R1                 | In my opinion, Youtube makes learning easier during a pandemic.   |
| R2                 | Youtube really helps the teaching and learning process during a pandemic  |
| R3                 | I think Youtube makes me feel excited to following the course during a pandemic   |
| R4                 | In my opinion, YouTube is very useful, especially during a pandemic because the teaching and learning process can still be carried out by using YouTube |
| R5                 | learning by using YouTube is a new thing for me, so I feel motivated and interested in following the course   |

Based on the results of the interview above, it can be concluded that the most respondents gave a positive response about the use of YouTube as a medium during a pandemic. Youtube helped and facilitated the student' learning process during a pandemic, Youtube was also an interesting medium and could motivate students so that students felt excited and enjoyed participating in the learning process during a pandemic.



## 2. Students' Perception on the Use of Youtube as a Medium to Teach Narrative Text

The second point in the questionnaire focuses on students' perception on the use of Youtube as a medium to teach narrative text. In this point, respondents in the questionnaire answered 4 related statements regarding Students' perception on the use of Youtube as a medium to teach narrative text. The results of the questionnaire can be seen in table 4.3.

**Table 4.3 The Questionnaire Result on the Second Point**

| No | Statements   | scales      |             |             |           |
|----|--|-------------|-------------|-------------|-----------|
|    |  | SA          | A           | N           | D         |
| 1  | YouTube media enables me to understand narrative text better in online learning during Covid-19 pandemic | 13<br>(26%) | 22<br>(44%) | 11<br>(22%) | 4<br>(8%) |
| 2  | I like learning by using YouTube because it can make it easier for me to understand the material         | 9<br>(18%)  | 25<br>(50%) | 12<br>(24%) | 4<br>(8%) |
| 3  | I can catch the core material regarding narrative text by using Youtube                                  | 14<br>(28%) | 27<br>(54%) | 7<br>(14%)  | 2<br>(4%) |
| 4  | Using YouTube videos increased my comprehension of the narrative text                                    | 13<br>(26%) | 23<br>(46%) | 11<br>(22%) | 3<br>(6%) |

The first statement is YouTube media enables me to understand narrative text better in online learning during Covid-19 pandemic, based on the table above it can be seen

that there are 13 (26%) respondents chose 'strongly agree' (SA), 22 (44%) respondents chose 'agree' (A), there were 11 (22%) respondents chose 'neutral' (N), and 4 (8%) respondents chose 'disagree' (D). It can be concluded that YouTube media helps students understand Narrative text during Covid-19 pandemic.

The second statement is I like learning by using YouTube because it can make it easier for me to understand the material, based on the table above it can be seen that there were 9 (18%) respondents who chose 'strongly agree' (SA), 25 (50%) respondents chose 'agree' (A), 12 (24%) respondents chose 'neutral' (N), and 4 (8%) respondents chose 'disagree' (D). It can be concluded that the use of Youtube videos make it easier for students to understand the material.

The third statement is I can catch the core material regarding narrative text by using Youtube, based on the table above it can be seen that were 14 (28%) respondents chose 'strongly agree' (SA), 27 (54%) respondents chose 'agree' (A), there were 7 (14%) respondents chose 'neutral' (N), and 2 (4%) respondents chose 'Disagree' (D). It can be concluded that students could catch the core material regarding narrative text by using Youtube.

The fourth statement is Using YouTube videos increased my comprehension of the narrative text, based on the table above it can be seen that 13 (26%) respondents chose 'strongly agree' (SA), 23 (46%) respondents chose 'agree' (A), there were 11 (22%) respondents chose 'neutral' (N), and 3 (6%) respondents chose 'disagree' (D). It can be concluded that the use of YouTube videos increased students' comprehension of the narrative text.

Then, to gain deep information and understanding on this second point, the researcher also conducted interviews regarding students' perception on the use of Youtube as a medium to teach narrative text by using open-ended questions with 5 respondents. The question in the interview is "What do you think about using Youtube as a learning medium in teaching Narrative?". The results of the interview in the second question can be seen in table 4.4.

**Table 4.4 The Interview Result on the Second Question**

| <b>Respondents</b> | <b>Responds</b>  |
|--------------------|--|
| R1                 | I think that using YouTube as a medium for teaching narrative text helps me understand the material  |
| R2                 | In my opinion, Youtube makes it very easy for me to learn narrative text because I can look for other references   |
| R3                 | Youtube can improve my understanding in learning narrative text  |
| R4                 | I like using YouTube in learning narrative text because it makes it easier for me to understand the contents of the material presented by the teacher  |
| R5                 | In my opinion, YouTube has an important role in the process of learning narrative text, especially during a pandemic because YouTube can help improve my understanding of the material presented |

Based on the results of the interview above, it shows that most of the respondents gave a positive response about the use of YouTube as a medium in teaching Narrative

text. Youtube medium could increase students' comprehension of Narrative text because YouTube also provided many references related to the material.

### 3. Students' Perception about the Advantages of Youtube as a Medium

The third point in the questionnaire focuses on the Students' perception about the advantages of Youtube as a medium. In this point, respondents in the questionnaire answered 4 related statements regarding Students' perception about the advantages of Youtube as a medium. The results of the questionnaire can be seen in table 4.5.

**Table 4.5 The Questionnaire Result on The Third Point**

| No | Statements  | Scales      |             |             |            |
|----|---|-------------|-------------|-------------|------------|
|    |   | SA          | A           | N           | D          |
| 1  | I can rewatch the material anytime                                    | 11<br>(22%) | 25<br>(50%) | 14<br>(28%) |            |
| 2  | I can access Youtube easily   | 8<br>(16%)  | 27<br>(54%) | 7<br>(14%)  | 8<br>(16%) |
| 3  | I can easily find other references on Youtube that match the material | 28<br>(56%) | 22<br>(44%) |             |            |
| 4  | Youtube doesn't make me bored in the teaching and learning process    | 11<br>(22%) | 24<br>(48%) | 8<br>(16%)  | 7<br>(14%) |

The first statement is Learning English using Youtube is effective because I can rewatch it anytime, based on the table above it can be seen that there were 11 (22%) respondents chose 'strongly agree' (SA), 25 (50%) respondents chose 'agree' (A), and

there were 14 (28%) respondents chose 'neutral' (N), It can be concluded that students could rewatch the material anytime.

The second statement is I can access Youtube easily, based on the table above it can be seen that there were 8 (16%) respondents chose 'strongly agree' (SA), 27 (54%) respondents chose 'agree' (A), there were 7 (14%) respondents chose 'neutral' (N), and 8 (16%) students chose 'disagree' (D). It can be concluded that students could access Youtube easily.

The third statement is I can easily find other references on Youtube that match the material, based on the table above it can be seen that were 28 (56%) respondents chose 'strongly agree' (SA), and 22 (44%) respondents chose 'agree' (A). It can be concluded that students could easily find other references on Youtube that match the material.

The fourth statement is Youtube doesn't make me bored in the teaching and learning process, based on the table above it can be seen that 12 (24%) respondents chose 'strongly agree' (SA), 30 (60%) respondents chose 'agree' (A), and there were 8 (16%) respondents chose 'neutral' (N). It can be concluded that the use of YouTube videos did not make students bored in the teaching and learning process.

Then, to gain deep information and understanding on this third point, the researcher also conducted interviews regarding students' perception about the advantages of youtube as a medium by using open-ended questions with 5 respondents. The question in the interview is In your opinion, what are the advantages of YouTube as a learning medium?. The results of the interview in the third question can be seen in table 4.6.

**Table 4.6 The Interview Result on the Third Question**

| <b>Respondents</b> | <b>Responds</b>  |
|--------------------|--|
| R1                 | I think the advantage of YouTube is that I can easily access this platform   |
| R2                 | The advantage of YouTube is that there are lots of video references that I can watch to improve my understanding of the material   |
| R3                 | I don't feel bored when learning to use YouTube because it is a new experience for me  |
| R4                 | I think YouTube has many advantages, including that YouTube can motivate me to take part in learning during a pandemic   |
| R5                 | in my opinion, Youtube provides convenience in the learning process because I can access it easily, and if I am unable to attend the lesson at that time, I can rewatch the material presented |

Based on the results of the interview above, it shows that most of the respondents gave a positive response to the advantages of Youtube as a medium. YouTube has several advantages as a learning medium such as students could access and rewatch the material easily, students can easily find other references on Youtube related to the material and also Youtube can motivate students to joining the course.

#### **4. Students' Perception about the Disadvantages of Youtube as a Medium**

The second point in the questionnaire focuses on Students' perception about the disadvantages of Youtube as a medium. In this point, respondents in the questionnaire



answered 3 related statements regarding Students' perception about the disadvantages of Youtube as a medium. The results of the questionnaire can be seen in table 4.7.

**Table 4.7 The Questionnaire Result on the Fourth Point**

| No | Statements   | Scales      |             |             |             |
|----|--|-------------|-------------|-------------|-------------|
|    |  | SA          | A           | N           | D           |
| 1  | I don't like studying using YouTube because of problems that often occur on my cellphone |             | 15<br>(30%) | 12<br>(34%) | 23<br>(43%) |
| 2  | Sometimes I have network difficulties  |             | 26<br>(42%) | 12<br>(24%) | 12<br>(24%) |
| 3  | Sometimes the network problems makes my cellphone slow to watch Youtube video            | 11<br>(22%) | 31<br>(62%) | 8<br>(16%)  |             |

The first statement is I don't like studying using YouTube because of problems that often occur on my cellphone, based on the table above it can be seen that there were 15 (30%) respondents chose 'agree' (A), 12 (24%) respondents chose 'neutral' (N), and 23 (46%) respondents chose 'Disagree' (D). It can be concluded that most the students didn't have problem in their cellphones.

The second statement is Sometimes I have network difficulties, based on the table above it can be seen that there were 26 (52%) respondents chose 'agree' (A), 12 (24%) respondents chose 'neutral' (N), and 12 (24%) respondents chose 'Disagree' (D). It can be concluded that sometimes students' had difficulties in their network.



The third statement is Sometimes the network problems makes my cellphone slow to watch Youtube video, based on the table above it can be seen that were 11 (22%) respondents chose 'strongly agree' (SA), 31 (62%) respondents chose 'agree' (A), and there were 8 (16%) respondents chose 'neutral' (N). It can be concluded that sometimes the network made students' problems to watch Youtube video.

Then, to gain deep information and understanding on this fourth point, the researcher also conducted interviews regarding students' perception about the disadvantages of Youtube as a medium to teach narrative text by using open-ended questions with 5 students. The question in the interview is In your opinion, what are the disadvantages of YouTube as a learning medium?. The results of the interview in the third question can be seen in table 4.8.

**Table 4.8 The Interview Result on the Fourth Question**

| Respondents | Responds  |
|-------------|---|
| R1          | I think the disadvantages of Youtube is that there are too many ads and sometimes I feel annoyed  |
| R2          | When using YouTube, sometimes I have problems with my connection  |
| R3          | My cellphone is slow to watch YouTube   |
| R4          | Youtube sometimes makes it easy for me to get distracted to watch other videos  |
| R5          | Because the use of YouTube depends on the network, if electricity occurs I always lose my network and can't follow the lessons that day |

Based on the results of the interview above, it shows that there are some disadvantages of the YouTube. Most of the respondents sometimes had difficulties in their network and their cellphone. Other respondents also think that learning using YouTube made it easier to be distracted from watching other videos, YouTube also has lots of advertisements.

#### **4.2 Discussion**

In this discussion, The researcher classified it into 4 points regarding students' perception on the use of Youtube as a medium in teaching narrative text during a pandemic at the ninth grade students of MTs Darussa'adah Kebumen. The 5 points were (1) Students' perception on the use of YouTube as a medium during a pandemic, (2) Students' perception on the use of YouTube as a medium to teach narrative text, (3) students 'perception about the advantages of YouTube as a medium, and (4) students' perception about the disadvantages of YouTube as a medium.

The first point discussed about Students' perception on the use of YouTube as a medium during a pandemic. Most of the respondents agree that the use of YouTube was very helpful in the teaching and learning process during the pandemic. Moreover, the interview results also show that the most respondents gave a positive response to the use of YouTube as a medium during a pandemic. Youtube helped and facilitated the students' learning process during a pandemic, Youtube was also an interesting medium and could motivate students so that students felt excited and enjoyed participating in the learning process during a pandemic. These results have similar results to previous research studies conducted by Simanjuntak et al., (2021) Research results showed that

using YouTube as an online English learning medium is effective, attractive, and also motivated students to learn English online during the Covid-19 pandemic.

The second point is discussed about Students' perception on the use of Youtube as a medium to teach narrative text. The results of the questionnaire showed that most of the respondents agreed that the use of YouTube media helped students understand narrative text during the Covid-19 pandemic. Besides that, the results of the interviews also showed that the most respondents gave a positive response to using YouTube as a medium to teach narrative text. Youtube medium could increase students' comprehension of narrative text because YouTube also provided many references related to the material. These results have similar results to previous research studies conducted by Tiara et al., (2021) Research results show that students are satisfied with the way teachers deliver materials through YouTube videos during the pandemic because the materials become easy to understand.

The third point discussed about Students' perception about the advantages of Youtube as a medium. The results of the questionnaire showed that most of the respondents agreed that there were many advantages in using YouTube as a medium. In addition, in the results of the interviews, most respondents also gave a positive response to the advantages of YouTube as a medium. YouTube has several advantages as a learning medium such as students could access and rewatch the material easily, students could easily find other references on Youtube related to the material and also Youtube could motivate students to join the course. These results have similar results to previous research studies conducted by Gracella & Nur (2020) Research results show that Youtube brings many benefits to students such as improving English skills, easily

accessing most of students' utilities, can be used in any situation, help and motivate students to learn English.

The fourth point discussed about Students' perception about the disadvantages of YouTube as a medium. Apart from the advantages provided by YouTube, some students also faced problems when using the YouTube medium. The results of the questionnaire showed that most of the respondents agreed that sometimes they had network difficulties. Apart from that, the results of the interview also showed that most of the respondents sometimes had difficulties in network and their cellphone. Other respondents also think that learning using YouTube makes it easier to be distracted from watching other videos, YouTube also has lots of advertisements. These results have similar results to studies conducted by Jallaludin (2019) it showed that Youtube has several disadvantages such as network difficulties and Youtube platform can interfere students concentration

Based on the discussion regarding the results of the questionnaire and interview above, it can be concluded that YouTube was an effective online learning media because YouTube could help students in the teaching and learning process during a pandemic. Youtube also has many advantages so that it could make it easy for students to use it. However, Youtube also has some disadvantages such as some students sometimes had difficulties with their network, YouTube also has lots of ads which can distract students from learning concentration.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This is the last chapter of this study. This chapter consists of two sections, the first is the conclusion and the second is the suggestion.

#### 5.1 Conclusion

After analyzed the results of the questionnaires and interviews regarding students' perception on the use of Youtube as a medium in teaching narrative text during a pandemic at the ninth grade students of MTs Darussa'adah Kebumen, the researcher drew the conclusion as follows: The use of YouTube was very helpful in the teaching and learning process during the pandemic. Youtube was also an interesting medium and could motivate students so that students felt excited and enjoyed participating in the learning process during a pandemic. Besides that, most of the respondents agreed that the use of YouTube media helped students understand narrative text during the Covid-19 pandemic. This is because students could easily find other references related to the material. Moreover, YouTube has several advantages as a learning medium such as students can access and rewatch the material easily and also Youtube could motivate students to join the course. However, Youtube also has some disadvantages such as network difficulties, YouTube also has a lot of ads which could distract students from learning concentration. From all of this, it can be concluded that Youtube was an effective medium to Teach Narrative Text During Pandemic at the Ninth Grade Students of MTs Darussa'adah Kebumen.

## 5.2 Suggestion

In this section, the researcher would like to give some suggestions based on the study as follows :

### 1. For the Teacher

The first online learning problem that the researcher encountered in this study was that the students were sometimes easily distracted to watch other videos and get them off topic. The researcher suggest to the teachers to make learning materials and learning activities more attractive and easy to understand so that the students can be more focused and not easily distracted by other videos.

### 2. For the Students

The success of online learning also depends on the students. Based on the problems students faced in online learning, The writer also has suggestions, students should have self-awareness of their duties to be more focused during learning hours. Then, regarding signal problems, the students can still view videos outside of class hours if they cannot attend lessons due to connection problems.

### 3. For the Readers and Further Researchers

The researcher expect that this research can be a reference for other researchers who are conducting research in this topic. The researcher also suggest to the the reader and the further researcher to develop and give better understanding about students' perception on the use of YouTube as a medium in teaching narrative text.



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