CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. The Meaning of Implementation

Implementation based teory Jones "Those Activities directed toward putting a program into effect[1]. according Horn dan Meter: "Those actions by public and private individual (or group) that are achievement or objectives set forth in prior policy" In general, the term "implementation" in the Big Indonesian dictionary means application or implementation[2]. The term "implementation" is often associated with an activity performed to achieve a certain goal. The Webster dictionary succinctly states that to "implement" means to provide a means to achieve (providing the means to implement something) or to give a practical effect to (influence or impact something). This understanding means that in order to accomplish something, it must be accompanied by supporting means to influence and impact that thing later.

2. Youtube as a Medium

Using media as a tool or something similar that can be utilized as a messenger during educational activities The message at issue is the topic, while its existence is intended to make the message simpler for pupils to comprehend. If the media serves as a learning tool, then it can be broadly defined as people, things, or events that help students learn new information and abilities. Learning media, often known as educational media, advances and changes in tandem with educational technology. The content of educational media is: 1. The medium through which signals or students are transmitted 2. A variety of elements in the classroom that might motivate kids to learn 3. Forms of physical equipment that can present messages and stimulate students to learn 4. Forms of communication that can stimulate learning, both print and audio, visual, and audio-visual[3]

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[1] deddy Mulyadi, "Studi Kebijakan Publikdan Pelayanan Publik: Konsep Dan Aplikasi Proses Kebijakan Publik Dan Pelayanan Publik.," 2015, 45, 47.

[2] "Arti Dari Implementasi Menurut Kamus Besar Bahasa Indonesia," n.d.

[3] Rohani, "Diktat Media Pembelajaran," *Fakultas Ilmu Tarbiyah Dan Keguruan Universitas Islam Negeri Sumatera Utara*, 2019, 1–95, http://repository.uinsu.ac.id/8503/1/Diktat Media Pembelajaran RH 2019.pdf.

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Youtube is a media platform that allows users to search, watch and share videos. It can be a great teaching and learning tool, giving users access to educational videos uploaded by individuals or media companies. Youtube can also be used to deepen understanding of the English language as it is seen as an online resource that provides different types of videos in many situations and provides opportunities for students to learn outside of the classroom. In addition, Youtube helps students easily access channels of native speakers so that students can naturally learn how to pronounce, listen and speak English and use it in the appropriate context and situation. More recently, new research into YouTube's potential also suggests that it can support independent or self-paced learning by choosing the types of learning content and videos that students can freely choose[4].

Youtube is one of the in-question learning resources. Nearly a third of all internet users—more than 1 billion people— use Youtube. More than 70% of viewers on Youtube are between the ages of 18 and 34, and they mostly utilize mobile devices to watch videos.[5] Learning using technology, especially through social media sites like Youtube, is very beneficial when the face-to-face learning system is transformed to an online system because of the COVID-19 pandemic.

a. **Advantages** *Youtube*

The advantages of *YouTube* as a learning medium are:

1. The potential is that *Youtube* is the most popular website in the internet world today, potentially providing publishing value for education.
2. Practically, Youtube is easy to use and can be followed by all groups, including teachers and students.
3. Informative, specifically Youtube provides information about developments in the fields of education, technology, culture, and other areas.
4. Interactive, specifically Youtube, allows us to discuss or ask questions and answers, even *review* videos.
5. Learning Shareble, namely Youtube displays HTML links, and embedded learning video code that can be

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[4] Bardakci, "Exploring High School Students' Educational Use of Youtube."

[5] Alia Azmi, Erik Fahron Setiadi,and Junaidi Indrawadi, "Youtube Sebagai Sumber Belajar Generasi Milenial," *Journal of Civic Education* 2, no. 4 (2019): 313–23, https://doi.org/10.24036/jce.v2i4.135.

shared on social media such as *Twitter, and Facebook* as well as *blogs* and *websites*.

6. Economical, in that Youtube is free for everyone.

Youtube as a learning medium in Curriculum 2013 is very useful as supplementary material because Youtube has that ability. Adds *value* to *education and* practical use and can be followed by all groups, including students and teachers. Provide free information to all groups on educational, technological, cultural and economic developments.

b. **The Benefits Of Youtube Medium In The Learning Process:**
   1. Delivering learning material
   2. Providing examples of learning material
   3. Providing tutorials on practical material
   4. An attractive appearance will motivate students to take part in learning.
   5. Adding scientific insight;
   6. Solving problems concerning subject matter issues
   7. Gather diverse

c. **Disadvantages Youtube**

If there is any interference with the internet connection, it will interfere with uploading videos to Youtube.

   1. The size or capacity of videos on Youtube is usually very large.
   2. There is no Youtube video capture app available on the website, so you have to use other apps like Youtube Downloader and KeepVid.
   3. Youtube also provides a video upload feature that anyone can use, so it is very possible that irresponsible parties can abuse this feature. The same goes for people who upload pornographic videos and videos that offend certain groups. Media is able to control and direct human feelings and thoughts. When a medium is used to direct someone in a good direction, it will also have a good effect. Media is basically useful for conveying news, opinions, thoughts, and information to others in the form of print, audio, and video media. Youtube social media is a medium that provides facilities for users to display various kinds of information in the form of videos and

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share videos that they have made to be uploaded so that other users can display them on the website[6]

d. Youtube Videos

Video-based learning makes it easier for teachers to convey learning material and for students to understand the context of the topic more easily. Several aspects must be understood by the teacher when presenting video as a learning medium. Specifically, presenting the correct material, appropriate delivery techniques, optimal quality video production, and video-making skills according to the latest developments[7]

It is hoped that by using this learning video, students will be able to: increase their interest in learning, motivated in the learning process, and get a real picture of the concept being studied; this is an advantage because students are indirectly invited to understand the concept in a real way continuously and train self-ability in order to lead to a better direction and make students more independent in the learning process[8] There are several Youtube channels that provide learning videos or educational videos for students that teachers can use as references to explain learning material, such as: Channel Youtube "Kok Bisa", Quipper School Indonesia, Ruang guru dan Zenius Indonesia. Youtube itself at least finds that it is possible to create three main categories related to educational content, namely: (1) Edutainment content, which combines education and entertainment, while providing memorable knowledge on Youtube in an innovative way. (2) Educational and hands-on answers that contain "how-to" or lessons or curriculum-based: usually guided by a teacher or expert. 3) Skills-based learning: teaching skills for career advancement. They are often guided

[6] Muna Haddad Yakan, *Hati-Hati Terhadap Media Yang Merusak Anak* (Jakarta: Gema Insani press, 2012).

[7] "Wujudkan Kelas Yang Menyenangkan Melalui Video Pembelajaran," 2021, https://ditpsd.kemdikbud.go.id/artikel/detail/wujudkan-kelas-yang-menyenangkan-melalui-video-pembelajaran.

[8] Putu Darma Wisada, Adr. I Wayan Ilia Yuda S, and I Komang Sudarma, "Pengembangan Media Video Pembelajaran Berorientasi Pendidikan Karakter," *Journal of Education Technology* 3, no. 3 (2019): 140, https://doi.org/10.23887/jet.v3i3.21735.

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by professionals with specific expertise, experts or organizations that provide skills-based teaching.[9]

3. **Types Of Learning Videos**

The online learning process really needs media for conveying material from the teacher to students. One example is a learning video. This learning video is often used in teaching and learning activities in online media. There are quite a lot of teaching videos, for example, Youtube videos, animations, documentaries, and others.

a. Video Presentations/Webinars

Video presentations are easy enough for teachers and anyone to make, like a teacher presenting material in class while teaching.

b. Video storytelling and podcasting

Video storytelling is not much different from video presentations. The teacher simply explains the content of the material that will be conveyed to students. So that video storytelling is not boring, the teacher can also insert pictures or short text to give marks, as well as provide explanations for your storytelling.

c. Animation Videos

Animated videos are moving images of various collections of objects (images of people, animals, buildings, and writing) and are arranged so that they can move according to the flow in a matter of time. This is very suitable for visualising material that looks abstract as being more realistic. There are several applications that can be used to create animations, such as Powerpoint, Moovly, Powtoon, and GoAnimate.

d. Video Tutorial

Video tutorials are suitable for teachers who want to convey practical material that students must practise in order to learn. Quite a lot of viewers are interested in this video because the content is educational and helpful for the audience. The form of video tutorials can be "*how-to,*" namely, videos on how to make things like cooking tutorials, makeup tutorials, and others. Video tutorials are another

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[9] Detta Rahamawan, Jimi N Mahameruaji, and Preciosa Alnashava J, "The Potential of Youtube As Educational Media for Young People," *Edulib* 8, no. 1 (2018): 81–98, https://ejournal.upi.edu/index.php/edulib/article/view/11267/PDF.

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option. *Screencast* is a tutorial video about using an application by recording the screen, usually using an application called Screen *Recorder*.

4. **Learning Medium**

   a. **Media Learning**

   Media comes from the Latin medius which literally means intermediary, middle or introduction. In teaching and learning, the concept of media is understood more as a photographic or electronic graphic tool used to capture, process and rearrange visual or verbal information[10].

   Learning media means of facilitating the dissemination and assimilation of learning materials[11]. The use of media as a tool in the learning process that brings great benefits to students will have a positive impact on students, in this study Youtube is the media that will be the subject of the study[12]. With the use of media learning, the learning process will be more effective as it will be easier for students to understand the material being taught, to allow them to build a better understanding of the material.

   b. **Understanding Of learning**

   Learning is a teacher's effort to induce knowledge acquisition, skill mastery, and attitude formation in students[13]. Learning activities are distinguished by the presence of educative interactions, that is, interactions that have a purpose, are methodologically rooted on the part of the teacher, and pedagogical learning activities on the part of the students themselves, with students progressing in stages based on design, implementation, and evaluation. [14]

5. **English Learning**

   Language learning aims to improve students' spoken and written communication skills and to encourage the evaluation of literature works. Learning activities should provide students with

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[10] M.A prof.Dr. Azhar Arsyad, *Media Pembelajaran*, ed. M.Ed Dr.AsfahRahman (Jakarta: PT RajaGrafindo Persada, 2013).

[11] Nina Rosiana Putri and Alvi Raihan Utami, "Improving Students' Speaking Skill By Using Social Media," *Pustakailmu.Id* 2, no. 1 (2022): 2022.

[12] Asti Wahyuni and Alvi Raihan Utami, "The Use of Youtube in Encouraging Speaking Skill," *Pustakailmu.Id* 7, no. 3 (2021): 1–9.

[13] Muh. Sain Hanafy, "Konsep Belajar Dan Pembelajaran," *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan* 17, no. 1 (2014): 66–79, https://doi.org/10.24252/lp.2014v17n1a5.

[14] Hanafy.

the opportunity to practice what they have learned, allowing them to gain practical; experience and turn the learning process into a mode of social interaction. Teaching and learning are fundamental activities in the whole educational process[15].

English language teaching environments vary across the world. A good command of English is an entry requirement for higher education in the global market and English gives users a competitive advantage[16]. It can be seen from how the English language learning has been changing from one phase to the others[17] English teaching about authenticity and literacy for example writing, reading, listening and speaking skills of students. English is the only valid language that can be understood by anyone anywhere in the world. Students are learning faster and easier than before due to the use of technology in schools[18]. English lessons at the SMK/SMA/MA level are expected to reach an informative level as they are prepared for further studies at institutions of higher education. The level of intellectual understanding is considered too high for SMA/MA students because English is in Indonesia functions as a foreign language[19].

a. Speaking skills

Speaking English is very important for people to communicate with each other where people almost speak English every day and everywhere. In the era of globalization, many people use English as a mean of communication and make it easier for people from different countries to connect and to communicate. Speaking is one of the difficult skills for students to master, in the 4 skills (speaking, listening, writing and reading), they think that it

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[15] Maman and Rajab, "The Implementation of Cooperative Learning Model 'Number Heads Together (NHT)' in Improving the Students' Ability in Reading Comprehension."

[16] "The_Practice_of_English_Language_Teachin.Pdf."

[17] Arif Suryo Priyatmojo and Universitas Negeri Semarang, *Learning English in the Digital Era*, 2020.

[18] Sarica and Cavus, "New Trends in 21st Century English Learning."

[19] Alfi Syahrin & Amru Bin As, "Pengaruh Penggunaan Audiovisual Dan Motivasi Belajar Terhadap Keterampilan Berbicara Bahasa Inggris Di Sma Negeri 3 Takengon," *Urnal Kande Jurnal Pendidikan, Bahasa, Dan Sastra Indonesia Program Studi Pendidikan Bahasa Indonesia Ft, Universitas Malikussaleh* 1 (2020): 21–31.

makes students boring and most students allow themselves to make mistakes, so they rarely practice speaking skill[20].

b. Listening Skill

   Listening comprehension is an essential skill in all areas of college life. Effective listening is necessary for students to understand teachers and formal instructions, and to interact with other students in small groups, in projects, and in social situations[21]. Listening is the process of listening to the sounds of language, identifying, interpreting, evaluating, and reacting to the meaning it contains. Listening includes seeing, hearing, understanding, experiencing, and remembering. Even the situation that accompanies the sounds of spoken language must be considered to determine its meaning[22].

c. Reading Skill

   Reading is the process of examining a collection of written symbols and attempting to interpret their meaning. When we read, our eyes detect written symbols and our brains convert them to words, sentences, and paragraphs that give information to us. "Reading is a critical component of existing abilities[23] since it enables one to understand, seek for, and study a variety of types of knowledge contained in books or authentic sources." Reading is a critical component of learning English. It has a range of

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[20] Andi Asrifan, A B D Ghofur, and Iain Madura, "THE USE OF READING CIRCLES IN INCREASING STUDENTS," n.d., 1–11.

[21] Michelle Picard and Lalitha Velautham, "Developing Independent Listening Skills for English as an Additional Language Students," *International Journal of Teaching and Learning in Higher Education* 28, no. 1 (2016): 52–65, http://www.isetl.org/ijtlhe/.

[22] Sigit Widiyarto, Lusiana Wulansari, And Aster Pujaning Ati, "Jurnal Pajar (Pendidikan Dan Pengajaran) Volume 5 Nomor 6 November 2021 | Issn Cetak : 2580 - 8435 | Issn Online : 2614 - 1337 Doi : Http://Dx.Doi.Org/10.33578/Pjr.V5i6.8504 Youtube As A Media For Students ' Comprehensive Listening Ability Youtube Sebagai Media Untuk Kemampuan Belajar Mendengar Jurnal Pajar (Pendidikan Dan Pengajaran) Volume 5 Nomor 6 November | Issn Cetak : 2580 - 8435 | Issn Online : 2614 - 1337 Doi : Http://Dx.Doi.Org/10.33578/Pjr.V5i6.8505" 5, No. November (2021): 1699–1706.

[23] Paula Audry Rombepajung, "Use of Jigsaw Model in Improving Reading Understanding in Fbs Unima English Students," *Journal of English Language and Literature Teaching* 4, no. 1 (2019): 35–42, https://doi.org/10.36412/jellt.v4i1.941.

interpretations for various people, and it is not clear. It entails more than just memorizing printed material or carefully reading each line of written text[24]

d. Writing Skill

English is one of the international languages which is very important for all Indonesian students. It is taught from elementary school to university. There are four language skills in English classes. They listen, speak, read and write. Writing is not an innate skill because it cannot automatically and easily acquire this ability[25]. Writing ability is one of the essential aspects that must be mastered when learning a language, and even writing ability is not taught until students have mastered reading, speaking and listening skills. By mastering writing skills, students will be able to express their thoughts and ideas accurately. However, Gebhard (2000) describes some writing problems that make students' writing ability weak, for example (1) some students apply strategies that are not effective, (2) some students have a negative attitude towards writing, (3) students do not always understand or pay attention to the contents of the teacher's response to their written work. By writing, students are not only express their thoughts and ideas through writing, but also pay attention to all aspects of writing, to create interesting written works. Sometimes students cannot express their thoughts in writing, which makes them confused about what to write. It makes students to think that writing is difficult and hence the writing is perceived as unattractive and boring. Moreover, writing is not just about pouring out the ideas that come to mind in the form of sentences or paragraphs, but it is necessary to consider several important aspects of writing, which are content, form, vocabulary,

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[24] Nihta V. F. Liando I Kadek Andi Putra, Noldy Pelenkahu, "The Effect Of Online Learning On Students Ability In English Reading Skill In Sma Swadarma Werdhi Agung," *Jotell Journal Of Teaching English, Linguistics, And Literaturepublished By English Education Study Program,Faculty Of Languages And Arts, Universitas Negeri Manado* 1, No. 4 (2022): 504, Https://Doi.Org/10.51405/0639-015-002-018.

[25] Isti Rokha Rukun, "Using Wattpad Application To Improve the Recount Text Writing Skill of the Tenth Graders of Sma N 3 Temanggung in the School Year of 2018/2019," *Journal of Research on Applied Linguistics, Language, and Language Teaching* 2, no. 1 (2019): 52–57, https://doi.org/10.31002/jrlt.v2i1.398.

grammar and mechanism. Therefore, in addition to being able to improve students' writing ideas, students also need to improve their grammar, vocabulary skills, even punctuation and other things. These are the points that teachers need to overcome, which is to give new things to students to be interested in writing, less boring when writing[26].

6. Narrative Text

Narrative text is a the type of text that tells a chronological story in the past tense. The aim of narrative text is to entertain the readers through the amusing story. Kinds of Narrative Text fairytales, mysteries, forror stories, science fiction, romance. Generic Structure of Narrative Text, orientation, complication, resolution and reorientation[27]

Narrative texts usually use a long text that should be comprehended by the students. However, the students often find the boring, and difficult to understand. Consequently, the students had not interested in the learning process to read and comprehend narrative texts. Whereas, reading is the basic important thing for us to get any information[28]

B. Theoritical Framework

Youtube has the function of searching for video information or watching videos. Youtube was created to be a popular video sharing website. Especially for the younger generation, even on Youtube, a site for sharing information in today's digital era. Young people use Youtube every day. Youtube can give teachers and students freedom to express, collaborate in the world of education and can gain valuable experience in improving their abilities. What's more, Youtube provides a lot of inspiration for students and educators to always innovate in the world of education so that learning does not become boring. Youtube is used as an innovate learning media after the implementation of curriculum medeka.

The first step to addressing to understand implementation of the use of Youtube as a medium for teaching English for class X

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[26] Rostania Dwi Nanda, Ag. Bambang Setiyadi, and Lilis Sholihah, "Teaching Writing through Instagram to Improve Students' Writing Skill at the First Grade of SMA Negeri 15 Bandar Lampung," *U-JET* 11, no. 1 (2022).

[27] Ammariyah, "Pahami Pengertian Narrative Text, Struktur & Jenisnya."

[28] Sumi Handayani and Lilies Youlia, "Digital Literature for Enhance Reading Narrative Text," *Journal of English Teaching, Applied, Linguistics and Literature (JETALL)* 3, no. 2 (2020): 65–74.

majoring in electrical engineering at SMKN 2 Kudus, the obstacles faced by teachers and students when using Youtube as a learning medium, and the solutions implemented to deal with the obstacles experienced.
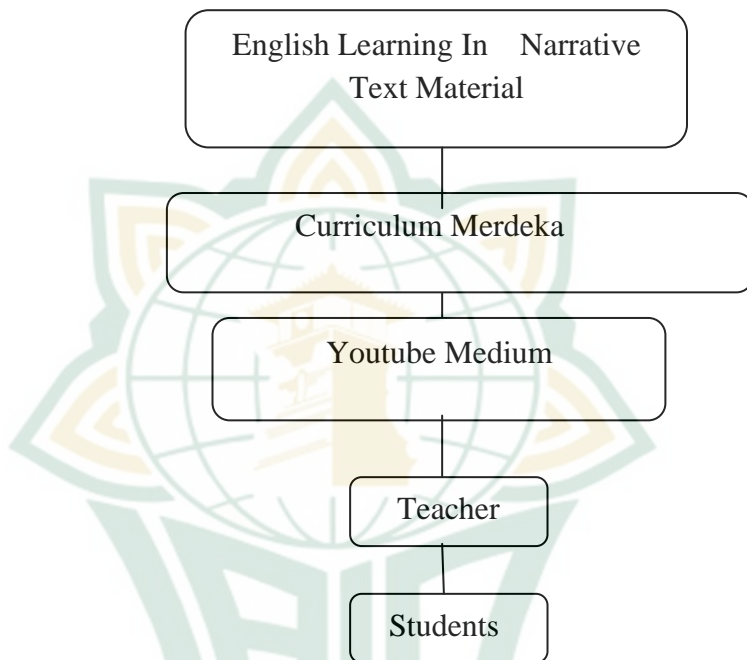

Figure 1: Conceptual Framework of the Study

C. Review Of Previous Study

There are previous related studies that can support this research

1. The first research was conducted by Yoga Saputra (2022) with the title "Utilization of Youtube as a PAI Learning Media In the Subject of Al-Qur' An Hadith in the Pandemic Era Covid-19 Study at MTs Al-Mubaarak Bengkulu City", the research conducted by Yoga is about how to use videos from Youtube as PAI learning media in the subject of Al-Qur'an Hadith in Era of the Covid-19 Pandemic Study at MTs Al-mubaarak Bengkulu city and describe how students respond to Utilization Youtube as

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a teaching medium in learning Al-Qur'an Hadith at MTs Al-mubaarak Bengkulu city[29]

2. The second research Itiarani (2019) with the title "Use of Youtube videos as a medium for learning Islamic religious education in Class VIII of SMP Negeri 20 Bandar Lampung" research conducted by Itiarani is about how to use Youtube at the junior high school level.[30] Support to improve the quality of teaching and learning activities in the classroom. Here, YouTube videos are applied as learning media to find learning materials. By utilizing the facilities available at the school, students can get up-to-date learning resources. The learning activities carried out by students in class include watching the video that is shown in front of the class by the PAI teacher of class VIII according to the day's subject matter, for example, the lesson on the material "Respect and Obedience to Parents and Teachers," and then discussing the results obtained. To advance the world of education, teachers must be creative in their use of advanced technology and information.

3. The Third research Destiana The purpose of this study was to determine whether the use of Youtube video was effective or not to engage students in learning English grammar. This research was carried out at Salafiyah Islamic High School Kajen. This type of research is qualitative research. The participants of this study were the eleventh graders of MA Salafiyah Kajen Margoyoso Pati.

NO.	Name	Campus	Title	Differences	Similarities
1.	Yoga Saputra	Universitas Islam Negeri Fatmawati Sukarno Bengkulu	"Utilization of Youtube as a PAI learning media in the subject of Al-Qur'an Hadith in	a. In Yoga's thesis research on the use of Youtube on Al-qur'an hadith subjects at the Al-Mubaarak MTs level in	a. Research conducted by Yoga and I are both researching the use of Youtube as an english learning medium

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[29] Saputra Yoga, "Pemanfaatan Youtube Sebagai Media Pembelajaran Pai Pada Mata Pelajaran Al-Qur' An Hadist Di Era Pandemi Covid-19 Studi Di Mts Al-Mubaarak Kota Bengkulu" (Institut Agama Islam Negeri (Iain) Bengkulu., 2022).

[30] Itiarani, "Penggunaan Video Dari Youtube Sebagai Media Dalam Pembelajaran Pendidikan Agama Islam Di Kelas VIII Smp Negeri 20 Bandar Lampung" (Uin Raden Intan Lampung, 2019).

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			the era of the Covid-19 pandemic, study at MTs Al-Mubaarak, Bengkulu City"	Bengkulu City. Meanwhile, I researched Implementation the use of Youtube in learning English in narrsative text at SMKN 2 Kudus	b. Data collection techniques in Yoga's research and I both use interviews, Dokumentation and observation.
2.	Itiarani	UIN Intan Raden Lampung	"Use of YouTube videos as a medium for learning Islamic religious education in Class VIII of SMP Negeri 20 Bandar Lampung"	a. Itiara's research focuses on the use of YouTube for learning Islamic religious education, while my research focuses on learning English. b. The level of schools taken also differs from the 8th grade junior high school level, while my research was at the tenth grade vocational high school level. c. Itiara's research only focuses on how to use Youtube as a learning medium, while my research also examines what the obstacles are and offers solutions for	a. Itiarani's Research and My research used qualitative methods using the same data collection methods, namely observation, interviews, and documentation.

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				dealing with them	
3.	Destiana (2021)	IAIN Kudus	Fostering Students' Engagement In Learning English Grammar Through Youtube Video: A Study At An Islamic Senior High School In Pati	researched Implementation the use of Youtube in learning English in narrative text at SMKN 2 Kudus, this research ia quanlitative and desti in MA at Pati	Data collection techniques in Desti 's research and I both use interviews, Dokumentation and observation.

As the results of the studies above, it is concluded that there is no research that focuses on the implementation of research using videos from Youtube in learning English, for this reason the researcher will try to examine this. Hopefully, from the results of the research that will be carried out, researchers are expected to produce new ideas and solutions for English teachers by utilizing internet facilities to take videos from Youtube as learning media as well as for schools and the wider community.